

Colorado Court Improvement Program Assessment Report

Federal Fiscal Year 2010

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Colorado Court Improvement Program Assessment Report Federal Fiscal Year 2010

As set forth by Administration of Children and Families Program Instruction ACYF-CB-PI-06-05 and ACYF-CB-PI-07-09 this report must be submitted on December 31, 2010 and should detail the outcomes of the basic grant, data collection and analysis grant, and training grant activities included in each strategic plan and demonstrate that they have measurably and tangibly helped to provide for the safety, permanency and well-being of children in foster care.

I. INTRODUCTION

In October 2006, the Colorado Supreme Court was awarded the Court Improvement Program basic, data collection and analysis (hereinafter “technology grant”), and training grants from the Administration of Children and Families. The funding required Colorado’s Court Improvement Program to develop strategic plans for each grant.¹ Each grant application included an integrated strategic plan and work plan (Appendix A, Combined Strategic Plan).

The 2010 Colorado Court Improvement Program Assessment Report (hereinafter “Assessment”) sets forth the progress and outcomes of the basic, technology, and training grant strategic planning activities during the grant reporting period of October 2009 – September 2010. The primary outcome achieved during this reporting period was the implementation of Colorado’s strategic plans for each of the grants.

The overall goal of the strategic plan is to improve the safety, permanency, and well-being of children in foster care. The strategic plan is designed to create ongoing and sustainable systems change across the child welfare system by developing an infrastructure for the delivery of training and technical assistance to all child welfare stakeholders. The activities included in the strategic plan are designed to institutionalize this infrastructure and delivery system over approximately a five year period of time that began in October 2007.

The integration of the basic, technology and training grants resulted in four main programmatic components:

A) BEST PRACTICE COURTS PROGRAM

The Best Practice Courts Program is designed to develop and foster permanent collaborative court structures at the local level. This program is based on the National Council of Juvenile and Family Courts Judges Model Court Program. Similar to the Model Courts Program, Best Practice Courts are designed to identify key stakeholders; include them in the strategic planning processes; begin assessing systems’ functioning; target specific, attainable goals; provide the information, materials, faculty, and mentors necessary to reach these goals; and support ongoing efforts to effect substantive, sustainable change. The focus of the program activities is two-fold: 1) develop multi-disciplinary teams in each jurisdiction; 2) implement Chief Justice Directives 96-08 and 98-02 and other best practices.

¹ ACYF-CB-PI-06-05 and ACYF-CB-PI-07-09

B) CHILD WELFARE TRAINING PROGRAM (HEREINAFTER “TRAINING PROGRAM”)

The Training Program is designed to deliver multi-disciplinary training curriculum to Best Practice Court teams and other child welfare stakeholders and to provide in depth, in residence dependency and neglect training for judicial officers. The multi-disciplinary trainings consist of a multi-disciplinary training curricula, a statewide multi-disciplinary conference, and CIP sponsored local training initiated by judicial districts. The multi-disciplinary training curricula, the *Training Wheel*, consists of nine individual one day training modules for subject matter categories that address the core knowledge base for those practicing in the child welfare system. The individual training modules are: Roles and Responsibilities; Procedure and Practice; Information; Child Development; Collaborative Process; Community and Culture; Law; Education; and Services (Appendix B, Training Wheel Core Competencies). The judge specific training, the *Colorado Dependency and Neglect Judicial Institute (CoDNJI)*, is a subject matter specific training for judicial officers and a highly interactive in-residence training that follows a dependency case from beginning to end. It affords judicial officers an opportunity to share their bench experiences and practice skills. The focus of the program activities is three-fold: 1) assess training needs; 2) develop training curriculum; 3) deliver or assist delivery of multi-disciplinary and judge specific training at the local, regional or statewide level.

C) FAMILY JUSTICE INFORMATION SYSTEM PROGRAM (HEREINAFTER “FAMJIS PROGRAM”)

The FAMJIS Program is designed to deliver training and technical assistance to Best Practice Court Teams. The FAMJIS Program is an information management system that allows for the real time exchange of child welfare data between the Colorado Judicial Department and Colorado Department of Human Services. The FAMJIS Program allows for the sharing of information related to safety, permanency, well-being and timeliness in child welfare cases. As a result of the FAMJIS Program, outcome based management reports and case management tools have been designed to improve the handling of child welfare cases. The focus of the program activities is two-fold: 1) assess judicial and stakeholder training needs; 2) deliver statewide technical assistance designed to ensure utilization and enhance the capabilities of case management tools and reports related to safety, permanency, timeliness and due process.

D) RESPONDENT PARENTS’ COUNSEL PROGRAM (HEREINAFTER “RPC PROGRAM”)

The Respondent Parents’ Counsel Program is designed to improve the representation of parents by court appointed attorneys and the information provided by court appointed attorneys to the court through the implementation of recommendations made by the RPC Task Force Needs Assessment (finalized in April 2007) and the Recommendations made by the RPC Task Force Final Report to the Chief Justice of the Colorado Supreme Court (finalized in September 2007). The RPC Task Force met from October 2005 through October 2007, and the position of Family Representation Coordinator was established within the Court Programs Unit in January 2007 to staff the Task Force and develop a plan for implementation of the Task Force recommendations. Since the issuance of the RPC Task Force Final Report, a strategic plan has been developed to implement and assess significant structural recommendations made by the

Task Force regarding the oversight and compensation of parents' counsel. Steps have already been taken in the following areas: provision of accessible and relevant training to RPC; exploration of models of compensation alternative to the widely-used flat fee payment model; provision of technical support and assistance through the creation of a quarterly newsletter, outreach and communication to attorneys serving as RPC and maintenance of the RPC listserv; and, improvements in oversight through communication with districts, revision to contracts and efforts to identify and contract with all attorneys providing state-paid RPC services. The Needs Assessment has provided some baseline data for the measurement of these program improvement efforts. Surveys of RPC and other stakeholders, as well as existing Judicial Department data tracking systems, will be used to provide ongoing assessment of the performance and needs of RPC.

II. DESCRIPTION OF THE UTILIZATION OF COURT IMPROVEMENT PROGRAM FUNDS

The Colorado Court Improvement Program identified a need to develop an integrated strategic plan that blended the funding of the basic, training and technology grants into one Court Improvement Program as set forth in Administration of Families Program Instruction.² The funding in each of the three grants has and will be utilized to fund the activities of the each of the four programmatic components listed in Section I. The Colorado Court Improvement Program continues to work towards achieving the goals set forth in the strategic plan and implementing each of its four programmatic components. Progress is steady and many of the preliminary steps have been set into place. Primarily during the next twelve months, Colorado hopes to further develop the infrastructure for the delivery of training and technical assistance across the state.

A) NEEDS ADDRESSED WITH COURT IMPROVEMENT FUNDS

i) BASIC GRANT FUNDS

Court Improvement Program funds were utilized to support training, memberships with the National Council of Juvenile and Family Court Judges for judicial officers and other court staff, mini-grants to local courts, and a .55 day contract for the Colorado CIP Judge in Residence.

ii) TRAINING GRANT FUNDS

Court Improvement Program funds were utilized to staff a full time training coordinator to provide training and technical assistance, develop the training strategic plan and staff the training subcommittee established in December 2006. The Court Improvement Program Training Coordinator is an employee of the Colorado Judicial Department and works very closely with stakeholder agencies. Funds were also utilized to staff a part time Family Programs Analyst to perform technical editing on training curricula and to provide technical assistance to the Best Practice Court Teams. The Colorado Department of Human Services CIP Program funds were also used to contract with subject matter experts to write curriculum modules for the CIP Training Wheel curricula.

² ACYF-CB-PI-07-09 and ACYF-CB-PI-06-05

iii) TECHNOLOGY GRANT FUNDS

Court Improvement Program funds were utilized to hire FAMJIS Analysts to provide training and technical assistance to local courts and departments of human services, implement the strategic plan, and staff the technology subcommittee. Funding was also used to pay for programming and updates to the FAMJIS system. All positions are employees of the Colorado Judicial Department. Success in training is achieved by the FAMJIS analyst recruiting local Department of Human Services' experts to assist with the case management system training. A third FAMJIS Analyst was hired as of September 1, 2010 to assist with distance learning development and training and conversion issues with the new case management system.

B) PROGRAMS AND ACTIVITIES DEVELOPED AND IMPLEMENTED TO ADDRESS NEEDS

i) BASIC GRANT PROGRAMS AND ACTIVITIES

(1) Leadership Symposium on Colorado's Children: Following the success of the 2008 and 2009 Summits on Children, Youth, and Families cross-systems training, the Training Coordinator and other CIP judicial personnel were anxious to continue collaboration with the Colorado Division of Child Welfare to host a 2010 Summit, but were prevented from doing so because of budget restrictions in the Department of Human Services. However, a smaller statewide conference, the *Leadership Symposium on Colorado's Children*, was held on September 12-15, 2010. The Colorado Department of Education joined the planning committee to both plan education sessions and to improve attendance of education representatives at the *Symposium*. The collaborative goal was to bring together leaders from all child welfare, stakeholder groups in order to maximize systems change efforts at the local level in order to achieve permanency, safety, and well-being for those Colorado families who find themselves involved with the child welfare system.

(2) Provided statewide Best Practice Court Team Technical Support: Best Practice Court Teams are standing teams led by dependency and neglect judges who are designated by the Chief Judge in each judicial district. Membership includes local child welfare representatives, Court Appointed Special Advocates, Guardian ad Litem, respondent parents' counsel, county attorneys, family court facilitators, education representatives, service providers, foster parents, faith based organizations, and other stakeholders who are involved in the child welfare system or the dependency and neglect court. The Court Improvement Program supports these local teams by providing mini-grants, doing site visits, and supporting the Best Practice Court Teams Website.

(3) Funded Membership to the National Council of Juvenile and Family Court Judges: The Colorado CIP was unable to renew the 2008 Contract with the NCJFCJ because of statewide fiscal emergency measures. The relationship with the NCJFCJ was continued through:

- National Council of Juvenile and Family Court Judges Memberships to State of Colorado Judicial Officers.

(4) Staffed the Colorado CIP with part time Judge in Residence who delivered CIP Regional Training, Conducted Site Visits, and acted as a liaison between the CIP State Office and Lead Dependency judges in local jurisdictions.

(5) Performed CIP Site visits in local courts.

(6) Contributed to the funding and planning for the *Best Practices Meet the Community* drug court conference held on April 27-29, 2010.

(7) Entered into an interagency agreement with the Department of Human Services to collaborate on the delivery of regional training and maintenance of Best Practice Court Team Website (BPC Website at www.cobpcteams.com).

- The Colorado Best Practice Court Teams Website is a virtual meeting place for all of Colorado's dependency court BPC Teams to communicate directly with one another and to share best practices information by viewing and posting meetings; holding forum discussions; and, posting documents and links in the virtual library. Members can also view all team goals and profiles.

ii) TRAINING GRANT PROGRAMS AND ACTIVITIES

(1) CIP Training Coordinator: A full time Court Improvement Program Training Coordinator staffed and chaired the Training Subcommittee and coordinated training.

(2) Family Program Analyst: A .5 FTE Family Program Analyst acted as technical editor for CIP *Training Wheel* curricula and provided technical assistance to Best Practice Court Teams.

(3) Training Subcommittee: The training subcommittee was established in December 2006 and met monthly through September 2008. The subcommittee is a standing committee staffed by the Training Coordinator and is charged with developing the goals set forth in the strategic plan for the training grant. The subcommittee has completed development of core competencies, goals, and objectives for the curricula outlined in the strategic plan. The Training Coordinator developed curriculum writing protocol and contracted with independent curriculum writers to develop curricula for eight of the subject matter areas of *The Training Wheel* and the CIP Training Subcommittee continued to function as a review committee as each curriculum module was completed.

(4) Regional Level Cross-System Training: *Roles and Responsibilities in the Child Welfare System* training was provided regionally in seven locations across Colorado. The focus of this training is to assure that stakeholders in the child welfare system have an understanding of the perspectives, motivations, culture and ethical considerations, and the roles and responsibilities of other stakeholders within the child

welfare system in order to gain an appreciation of the roles of others so that they can create respect for individuals, promote productive relationships, and maximize system capacity to assure safety, permanency and well being for children, youth and families.

(4) The Colorado Dependency and Neglect Judicial Institute (CoDNJI): The CoDNJI is a residential training for dependency and neglect judicial officers. The training is interactive, organized from a common case scenario, and follows the progression of a dependency case that begins with the first contact a judge would have with a case and ends with a termination hearing.

iii) TECHNOLOGY GRANT PROGRAMS AND ACTIVITIES

(1) Coordinated Training with Colorado Department of Human Services: The Colorado Judicial Branch continues to work very closely on the FAMJIS Program with the Colorado Department of Human Services. This partnership originated in 2004 when the Judicial Branch received the Strengthening Abuse and Neglect Courts of America (SANCA) Grant from the Office of Juvenile Justice and Delinquency Prevention. The agencies worked together to develop a joint agency training curriculum, completed the training statewide, and are working together to continue to provide this training on an ongoing basis. The FAMJIS analyst continues to work closely with the state training manager for Colorado Department of Human Services coordinating quarterly joint regional trainings in 2011 to demonstrate the data exchange between the two agencies. Quarterly trainings will be offered throughout 2011.

(2) FAMJIS Program Staff: FAMJIS program staff includes a .60 Project Coordinator, a .60 FAMJIS Analyst, and a .75 FAMJIS Analyst. CIP technology funds were used to pay programming staff for the development and implementation of four case management reports in a new IBM software reporting tool, Cognos. Cognos allows for more visually aesthetic reports viewed by Judicial Officers along with the ability to “slice and dice” data for comparative analysis.

(3) Established Dependency and Neglect Case Management Team: CIP technology funds were used to send an Analyst from Colorado to the case management seminar in Virginia in December 2009 hosted by the National Center for State Courts. The Dependency and Neglect Case Management Team, which was formed in January 2009, continue to meet on a monthly basis. The accomplishments of this team to date are:

- Continue to meet on a monthly basis.
- Developed training curriculum for statewide coding and management report training.
- Developed a specific dependency and neglect change of venue form.
- Continue to revisit the current coding practices.
- Developed a protocol for utilization of dependency and neglect case management reports.
- Continue to focus efforts on providing training and technical assistance.

- Develop curriculum for Colorado Caseflow Management Workshops to be held in May and September 2011.
- Assisted in the development of a new statewide dependency and neglect advisement video.
- Assisted in the development of dependency and neglect caseflow charts.

(4) Conduct Coding and Case Management Report Training: The FAMJIS Analysts continue to conduct quarterly trainings for coding, management reports, and joint agency training with Colorado Department of Human Services. The following sessions are offered (Appendix C, Save the Date 2011 FAMJIS Training Schedule):

1. Cure for the Common Code:

What should staff who process Dependency and Neglect cases know about D&N coding practices and the effects that coding has on D&N case management reports? The training goal and core competencies for *Cure for the Common Code* offer the answers to that question. They set out the basic requirements of knowledge and understanding necessary both to process Dependency and Neglect cases and to understand the larger effects of coding on case management. The objectives provide a step by step interactive learning experience that guides users through the necessary professional knowledge and skill base necessary to reach the goal by mastering the competencies.

This course is recommended for all court Participants new to D&N case processing.

Training Goal for *Cure for the Common Code*

Interaction with online Dependency and Neglect case management tools will empower staff to become more efficient in case processing both by providing the practical skills necessary to ensure data integrity and by creating a more comprehensive understanding of the sensitive nature of Dependency and Neglect cases.

Core Competencies for *Cure for the Common Code*

Those involved with processing D&N cases should have an understanding of the following:

- The codes specific to D&N case processing;
- When and how to enter the codes into the case management system;
- The statutory timeframes in D&N cases;
- The progression of a typical D&N case ;
- Case management tools available in the case management system;
- The importance of proper data entry and the impact they have on case management reports Best practices for case closing procedures; and
- The data exchange process between Judicial and the Colorado Department of Human Services;

Training Objectives for Cure for the Common Code

- Participants will demonstrate a working knowledge of coding for events and scheduled events specific to D&N case processing.
- Participants will demonstrate a working knowledge proper utilization of events and scheduled events in D&N cases.
- Participants will acquire an awareness of the impact that coding has on case management reports.
- Participants will demonstrate a working knowledge of the statutory time frames for adjudication, disposition, permanency planning hearings, and termination hearings.
- Participants will acquire an awareness of typical D&N case progression.
- Participants will demonstrate a working knowledge of the available case management tools.
- Participants will demonstrate a working knowledge of the case closure practices.
- Participants will acquire an awareness of the data exchange process between Judicial and the Colorado Department of Human Services

2. Unraveling the Coding Mystery

Why is it important for staff that process Dependency and Neglect cases to understand the typical case flow, hearings and how they progress through the case, case closing practices, and when and how to use the codes critical to D&N case management and their impact on management reports? The training goal and core competencies for *Unraveling the Coding Mystery* offer the answers to that question. They expand on the basic requirements of knowledge and understanding set forth in the *Cure for the Common Code* training to heighten the awareness of caseflow progression and caseflow management. The objectives provide a highly interactive learning experience that guides users through the professional knowledge and skill base necessary to reach the goal by mastering the competencies.

This interactive course is recommended for all court staff needing a refresher course in D&N case coding, case progression, and the fundamentals of case management.

Training Goal for *Unraveling the Coding Mystery*

Interactive participation with peers will allow staff to strengthen their current knowledge of coding and caseflow progression which will empower staff to become more efficient in case processing by increasing their knowledge base of fundamentals for caseflow management.

Core Competencies for *Unraveling the Coding Mystery*

Those involved with processing D&N cases should have an understanding of the following:

- The codes specific to D&N case processing and when to enter them into the case management system;
- The statutory timeframes in D&N cases;
- The progression of a typical D&N case;
- Case management tools available in the case management system;
- The importance of proper data entry and the impact they have on case management reports Best practices for case closing procedures

Training Objectives for Cure for the Common Code

- Participants will demonstrate a working knowledge of coding for events and scheduled events specific to D&N case processing.
- Participants will demonstrate a working knowledge proper utilization of events and scheduled events in D&N cases.
- Participants will heighten their awareness of the impact that coding has on case management reports.
- Participants will demonstrate a working knowledge of the statutory time frames for adjudication, disposition, permanency planning hearings, and termination hearings.
- Participants will acquire an awareness of typical D&N case progression.
- Participants will demonstrate a working knowledge of the available case management tools.
- Participants will demonstrate a working knowledge of the case closure practices.
- Participants will demonstrate a working knowledge of the data exchange process between Judicial and the Colorado Department of Human Services.

3. Management Report Training

What should staff who manage Dependency and Neglect cases know about how data can be used to assist in case management? The training goal and core competencies for *Putting the Pieces Together: Using Data to Manage Dependency and Neglect cases* offer the answers to that question. They set out the basic requirements of knowledge and understanding necessary both to interpret the data on the reports and to recommend best practices for utilization. The objectives provide a step by step interactive learning experience that will guide staff through the necessary professional knowledge and skill base necessary to reach the goal by mastering the competencies. This course is recommended both for all court staff who manage D&N cases and for those who are responsible for running and distributing the reports.

Training Goal for *Putting the Pieces Together: Using Data to Manage Dependency and Neglect Cases*

Provide court staff with sufficient understanding of D&N Case Management reports to enable them to better manage these sensitive cases.

Core Competencies for Putting the Pieces Together

Those involved with managing D&N cases should have an understanding of the following:

- The reports available to assist in D&N case management in areas of safety, timeliness, due process, and permanency;
- When and how to run the reports;
- Which codes affect specific management reports;
- How to interpret the data posted on the reports; and
- Best business practices for report utilization

Training Objectives for Putting the Pieces Together

- Participants will receive copies of management reports run for their respective court location.
- Participants will demonstrate an awareness of the available case management reports.
- Participants will recognize and understand how to utilize the proper tools for running the management reports.
- Participants will demonstrate a working knowledge of how coding affects the management reports and of the data posted on the reports.
- Participants will respond to recommendations based on a developed best business practice protocol for management report utilization.
- Participants will develop an action plan for utilizing the reports in their respective court location.

4. Joint Agency Training

During this course, a live demonstration of the Interface between ICON/Eclipse and Trails will be provided. The demonstration will serve as training to both Department of Human Services and Judicial staff on the case connection process and show where the shared data resides in both systems. Participants will be made aware of how data entry and the case connection process affect each other's business.

This is also an opportunity for each agency to talk about any issues they are currently facing with the interface.

(5) Conducted FAMJIS Site Visit: In October 2009, the FAMJIS project coordinator and the FAMJIS analyst conducted a site visit in the 10th Judicial District. FAMJIS staff worked closely with the Lead Dependency Judge of the 10th Judicial District in preparing the agenda. Prior to the site visit, FAMJIS staff performed a data entry audit on a random sample of dependency and neglect cases and ran the district's dependency and neglect case management reports. The site visit consisted of dependency and neglect docket observations for two hours in the morning and participating in a management report meeting with the judicial officer and various court staff in the district over the lunch hour. The afternoon was spent addressing data entry practices with court staff. Feedback from the site visit was provided to the court within three weeks of the visit. The report included strengths, areas of focus, and recommendations pertaining to

the court observation, dependency and neglect coding practices, and dependency and neglect case management reports.

(6) Delivered local Coding and Management Report Training: These trainings are designed to assist judicial districts outside of the Denver Metro area that were unable to attend quarterly trainings held due to staffing constraints and travel restrictions. Local training was conducted in the following judicial districts:

- 9th Judicial District (includes Garfield, Rio Blanco and Pitkin Counties) in March 2010.
- 21st Judicial District (Mesa County) in March 2010.
- 15th Judicial District (includes Cheyenne, Kiowa, Prowers and Baca counties) in April 2010.
- 16th Judicial District (includes Crowley, LaJunta, LasAnimas) in April 2010.
- Joint agency training conducted in the 15th Judicial District in September 2010.

(7) Develop Dependency and Neglect Advisement DVD: One of the FAMJIS analysts discovered a need for an advisement video after attending caseload management training and after participating in several site visits. It became apparent that there are a few districts that have developed their own advisement video and found great benefit from using it. The Analyst felt strongly that using this format statewide, would improve the consistency among the districts resulting in better frontloading of services. In March 2010, a team was assembled to look at current videos/DVD's being used. The D&N case management team and a local parent partner group met to provide input on the videos/DVD's currently being used. A statewide needs and assessment survey was sent to all districts for their input regarding the use of this tool (see Appendix D, D&N Advisement Survey). A Magistrate from the Fourth Judicial District agreed to deliver the advisement in Spanish and English. The DVD is being developed in house with the assistance of the Judicial Branch's Information Technology Services staff. Taping began in August 2010 and it is currently being edited for finalization and distribution within the next few months. Upon completion of the DVD, every district will receive a Spanish and English version with best practice recommendations.

(8) Continue to monitor additional juvenile case data transfers: A user group was convened in October 2008, to discuss the possibilities of enhancing our current data exchange with CDHS. Although the programming specifications have been completed, both agencies continue to lack resources to complete this project. This project is on hold until programming resources become available.

(9) Continue the development and enhancement of management reports. The Subsequent Petition, Permanency, and Placement Reports have been completed in COGNOS. The Timeliness Report is approximately ninety percent complete. Four judicial districts will be piloting the new reports upon completion of the Timeliness Report.

(10) Continue to monitor the development of Electronic Exchange for Caseworker Reports: The Colorado Department of Human Services is going to implement changes in TRAILS to prevent caseworkers from modifying the actual TRAILS report. Once this process is in place, Judicial will be able to rely on consistent data on these reports, which will allow for the data exchange to begin. Judicial will need to convene a work group to identify what data Judicial will receive and how to format the data.

C) OUTCOMES

i) BASIC GRANT OUTCOMES

(1) Awarded Basic Grant: FFY 2010 Basic Grant application and strategic plan was submitted on June 30, 2009 and funding awarded on October 1, 2009.

(2) Development of RPC Strategic Plan: The Colorado State Court Administrator's Office has begun developing a three year strategic plan in response to the recommendations of the RPC Task Force. The following action steps are being pursued:

- Hiring an additional management analyst at the State Court Administrator's Office to address RPC issues e.g. access to resources such expert witnesses, motions, and pleadings.
- Including RPC Practice Guidelines in a Chief Justice Directive.
- Developing and delivering training curriculum.
- Changing RPC pay structure from contract to hourly in a pilot jurisdiction.

(3) Training Delivery and Evaluations: The Court Improvement Program Basic Grant provided funding for the *Leadership Symposium on Colorado's Children*, a training delivered to over 350 child welfare stakeholders statewide in the past twelve months. Through the delivery of this training in combination with evaluations, the Court Improvement Program plans to enhance and improve all future training efforts (Appendix E, Evaluation Results from the Regional Team Track Sessions of the *2010 Leadership Symposium for Colorado's Children*).

(4) Best Practices Meet the Community Drug Court Conference: The Court Improvement Basic Grant provided funding for the Best Practices Meet the Community Drug Court Conference on April 27-29, 2010. The Colorado CIP collaborated with the Colorado Interagency Task force on Treatment, the Problem Solving Court Advisory Committee, and the Colorado DEC to sponsor regional problem solving drug court related activities to approximately 450 participants.

(5) National Council of Juvenile and Family Court Judges Membership: The Court Improvement Basic Grant provided memberships to the National Council of Juvenile and Family Court Judges to judicial officers upon request. Currently, approximately twenty judicial officers maintain a membership.

ii) TRAINING GRANT OUTCOMES

(1) Awarded Training Grant: FFY 2010 Training Grant application and strategic plan was submitted on June 30, 2009 and funding awarded on October 1, 2009.

(2) Continued to Develop Curriculum Development: In 2008, the Training Subcommittee agreed that a curriculum development requirements template must be created to give consistency to the design of the *Training Wheel* curricula, but also take into consideration the differences in core competencies, goals, and objectives contained within each of the subject matter areas of the curricula. The Training Coordinator developed the Training Wheel Curriculum Development Requirements template which was approved by the Training Subcommittee (Appendix F, Training Wheel Curriculum Development Requirements document for the Roles and Responsibilities). Training Wheel individual curriculum development requirements differ one from the other in terms of core competencies, goals, and objectives. In 2009, vendors and subject matter experts were identified and selected by the Training Subcommittee to write the individual subject matter areas of the curricula in eight of the subject matter areas. Curriculum writing was completed for Roles and Responsibilities. In 2010, curriculum for Community and Culture was completed by American Humane and is scheduled for pilot delivery on November 19, 2010. Curriculum for Education was completed by the Rocky Mountain Children's Law Center in 2010 with a pilot training to be delivered in Spring of 2011. Curriculum for Child Development was completed by the Kempe Center with pilot delivery scheduled in Spring of 2011. Curriculum for Procedures and Practice was completed in September 2010 by CIP Judge in Residence, J. Robert Lowenbach, and the pilot delivery is scheduled for December 17, 2010. Collaborative Process is being written by CIP Judge in Residence, Robert Lowenbach, and is scheduled to be completed by November 30, 2010. A curriculum for Law and for Information was completed by the National Association of Counsel for Children and pilot delivery is scheduled for Spring of 2011. A curriculum writer for Services is being sought.

(3) Developed and delivered the first *Leadership Symposium on Colorado's Children* from September 12-15, 2010. The *Symposium* was collaboratively sponsored by the Colorado Department of Human Services, Division of Child Welfare; the National Child Welfare Resource Center for Organizational Improvement; and the Court Improvement Program of the Colorado Judicial Branch. Approximately 350 child welfare stakeholders attended the 2010 Symposium. The theme and focus of the 2010 Symposium was leadership, collaboration, and teamwork at the judicial district/county level – finding new ways to combine local collaboratives for the good of Colorado's at-risk children, youth and families.

(4) Delivered the first annual Colorado Dependency and Neglect Judicial Institute (CoDNJI): The CoDNJI took place on August 1-4, 2010, at the Sturm College of Law at the University of Denver. The CoDNJI is a residential training for dependency and neglect judicial officers. The training is interactive, organized from a common dependency and neglect case scenario, and follows the progression of a dependency case that begins with the first contact a judge would have with a case and

ends with a termination hearing. Twenty-two judicial officers from small, medium, and large judicial districts in Colorado attended the CoDNJI.

iii) TECHNOLOGY GRANT OUTCOMES

(1) Awarded Technology Grant: FFY 2010 Technology Grant application and strategic plan was submitted on June 30, 2009 and funding awarded on October 1, 2009.

(2) Pre-Training Survey: Information is gathered prior to each FAMJIS training through an on-line survey that is distributed to court clerks, judicial officers, case managers, and facilitators. The FAMJIS analysts review the survey results prior to each of the trainings so that specific needs can be addressed during the training. It also helps the analysts determine which areas need more or less attention during their presentations (Appendix G, Dependency and Neglect Case Management Curriculum and Surveys).

The analysis of the surveys has indicated the following themes:

- Users believe that they receive better case information as a result of the data transfers.
- Users believe that they have easier access to information as a result of the data transfers.
- Broad understanding of the SANCA and FAMJIS projects has improved.
- Judicial users are utilizing the case connection and case history building processes.
- There is a continued need for regularly scheduled coding training for judicial staff.
- Users need a better understanding of available case management tools.

(3) Post Training Evaluation: At the conclusion of FAMJIS trainings there are two evaluation components: 1) Open Lab: Participants are provided with a case scenario in which they read and apply coding practices learned in the morning session. Once the participants complete the exercise, the FAMJIS analysts review the scenario with the participants and walk through the correct coding procedures. This allows participants to perform a self-evaluation on what they actually entered during the open lab and 2) Evaluation Forms (Appendix G, Dependency and Neglect Case Management Curriculum and Surveys): Participants are asked to complete evaluation forms at the end of each day. The majority of participants responded as follows:

- “What was the strength of the training program?” Responses indicate the “Wheel of FAMJIS” format, materials (specifically the USB’s) and handouts, trainer knowledge, organization, and open lab were the greatest strengths.
- “What is the weakness of the program?” Responses indicate that there was too much information provided in one day. Participants requested separate sessions for coding and management reports.
- “Did your understanding of the topic improve as a result of the training? If so, how?” Responses indicate participants have a greater understanding of dependency and neglect cases progress, the coding definitions, the impact of coding on management reports, and the importance of common language used by all stakeholders during proceedings.

- “What will you do differently when you return to work?” Responses indicate that attendees will pay more attention to: 1) data entry and code utilization as it impacts management reports; 2) work with stakeholders to improve language spoken during proceedings; and 3) develop local practice for utilizing FAMJIS “Super User”.

III. OVERALL PROGRESS TOWARDS THE GOALS DELINEATED IN THE STRATEGIC PLAN.

The goals and activities delineated in the strategic plan are primarily based on two key assumptions: 1) Implementing the Court Improvement Program court reform efforts will improve the safety, permanency, well-being, and due process for children and families involved in the child protection court system; 2) All training activities will provide safety, permanency, and well-being for children in foster care. These assumptions and their correlating activities, intermediate outcomes, and impact are integrated in the Combined Basic, Training, and Technology Strategic Plan attached in Appendix A. At this stage it is difficult to illustrate the overall progress of strategic plan implementation without describing the progress towards implementing the activities delineated in the Combined Strategic Plan. This description of activities will first be organized by the assumptions listed above in relation to the action strategies for the basic, training and technology grant. However, it must be noted that the action strategies are not mutually exclusive and must occur simultaneously in order to achieve the goals delineated in the strategic plan.

A) IMPLEMENTING THE COURT IMPROVEMENT PROGRAM COURT REFORM EFFORTS

i) PROGRESS TOWARDS BASIC GRANT ACTION STRATEGIES

(1) Establish a CIP Collaborative Court Program in each jurisdiction charged with implementing Colorado Chief Justice Directives 96-08 and 98-02, National Council of Juvenile and Family Court Judges (NCJFCJ) Resource Guidelines, NCJFCJ Adoption and Permanency Guidelines, and NCJFCJ Building a Better Collaborative: Progress towards this goal continues through the development of training activities that will address the Chief Justice Directives and NCJFCJ best practice materials. The team training at both the 2008 and 2009 Summits and the 2010 Leadership Symposium for Colorado’s Children functioned as a mechanism for each jurisdiction to establish multi-disciplinary Best Practice Court Teams, refine team goals, and benchmark best practices of other court teams. At the 2008 Summit, twenty-one of Colorado’s twenty-two judicial districts were represented on Team Day. At the second annual summit, the 2009 Summit on Children, Youth and Families, all of Colorado’s twenty-two judicial districts brought Best Practice Court teams. During the full day of multi-disciplinary team training at this conference, Best Practice Court teams reported progress on team goals since 2008, set new goals, shared best practices, and received training on leadership and collaboration and on the of the Best Practice Court Team Website. At the 2010 Leadership Symposium, leaders in education and juvenile courts joined dependency court and child

welfare leaders to work on combining efforts on behalf of at-risk families at the judicial district and county levels.

(2) Contract with National Council of Juvenile Family Court Judges Permanency Planning for Children Department Model Courts Program: Due to state financial restrictions, a contract with the NCJFCJ was not executed in 2010. However, the Colorado Court Improvement Program funded memberships for judicial officers to the NCJFCJ.

(3) Establish technical assistance teams within Family Issues Unit (SCAO) and in conjunction with local multi-disciplinary teams: Progress toward this goal is continuously accomplished by the establishment of a support team, Team 23, which is comprised of Colorado State Court Administrator's Office Family Unit and CIP staff members. Team 23 maintains a presence on the Best Practice Court Teams Website and allows Best Practice Court Team members statewide to ask questions and request resources that help individual teams to achieve their goals. In addition, retired Judge J. Robert Lowenbach served as "Judge in Residence" as part of the Colorado Judicial Department Senior Judge Program. Judge Lowenbach provided ongoing technical assistance and support to Best Practice Court Teams. Judge Lowenbach and Team 23 also conducted a three day site visit to Colorado's 18th Judicial District. Additionally, the Department of Human Services Division of Child Welfare and Court Improvement Program continue to support a Best Practice Court social networking website, the BPC Team Website, to aid communication and the delivery of training and technical assistance to Best Practice Court Teams.

(4) Establish and implement best practices: The progress towards this goal was accomplished through the delivery of training described in Number 1, 2, and 3 of this section.

ii) PROGRESS TOWARDS TRAINING GRANT ACTION STRATEGIES

(1) Develop judicial training program and curriculum: Progress towards this goal has been established through the development of the Training Wheel curricula by the CIP Training Subcommittee. The purpose of the Training Wheel Curricula is the development of core competencies, goals, and objectives for curriculum in nine specific subject-matter areas; Law; Services; Roles and Responsibilities; Procedure & Practice; Information, Child Development; Education; Collaborative Process; Community and Culture. Each curriculum area is a separate spoke in multi-disciplinary curricula called The Training Wheel. The curricula is designed as a method of providing sustainable training that will present basic knowledge in each area to multi-disciplinary audiences of judges, magistrates, court staff, county attorneys, guardians *ad litem*, respondent parents counsel, county departments of human services staff, CASA, service providers, foster parents, educators, law enforcement, children and families, and legislators. The Training Subcommittee held in-person meetings to write competencies for curriculum and, in 2008-2009, the Training Coordinator began hiring subject matter experts to write specific curriculum areas on the CIP Training Wheel. In 2010, the curricula for five training

modules were completed and one module, Roles and Responsibilities, was delivered seven times regionally to a total 350 regional child welfare stakeholders. Three curricula are scheduled for completion by November 30, 2010, and will be scheduled for delivery in the Spring and Summer of 2011, The CIP Training Subcommittee stays actively involved in curriculum development by reviewing and commenting on all curriculum proposals and completed curriculum modules. The CIP and the Colorado Department of Human Services, Division of Child Welfare is collaborating to deliver completed training modules regionally in 2010 and 2011. The CIP Training Wheel curricula has also been included in the Colorado Child Welfare's IV-B Five Year Training Plan as multi-disciplinary training created through the collaborative efforts of the Colorado CIP and Colorado Division of Child Welfare.

(2) Develop Cross-Systems Training Program and Curriculum: *The Leadership Symposium on Colorado's Children* was held in September 2010. The *Symposium* was sponsored by the Colorado Department of Human Services, Division of Child Welfare; the National Child Welfare Resource Center for Organizational Improvement; and the Court Improvement Program of the Colorado Judicial Branch. Approximately 450 child welfare stakeholder leaders attended the Symposium. The theme and focus of the Symposium was leadership, collaboration, and teamwork– finding new ways to work together at the county and judicial district level for the good of Colorado's children, youth and families. All concurrent workshops were multi-disciplinary and a regional team track concluded each day of training.

(3) Develop training curriculum for court appointed attorneys: Role specific attorney training has historically been conducted in conjunction with the *2008 and 2009 Summits on Children, Youth, and Families*. However, because of budget restrictions for the Colorado Division of Child Welfare, a *Summit* was not delivered in 2010. Instead, the Colorado Court Improvement Program collaborated with the Colorado Division of Child Welfare to plan and deliver a *Leadership Symposium on Colorado's Children*. Child Welfare attorneys were invited to attend the *Leadership Symposium* in their role as leaders in the child welfare community, but the *Leadership Symposium* did not offer a role specific court appointed attorney track. In 2010, the Colorado CIP refocused training efforts for court appointed attorneys by developing a scope of training for Respondent Parent Counsel (Please see Appendix H). Then, in March 2010, the Colorado CIP contracted with an independent contractor to write two-day curricula for Respondent Parent Counsel. At this date, the curricula are nearing completion and multiple regional deliveries are projected for the Spring of 2011.

iii) PROGRESS TOWARDS TECHNOLOGY GRANT ACTION STRATEGIES

(1) Provide ongoing site visits in combination with annual regional and statewide training focused on utilization of outcome based management reports and case management tools designed to improve information related to safety, permanency, timeliness and due process: Progress towards achieving this goal has been established through the regularly scheduled FAMJIS site visits and quarterly trainings.

(2) Implement statewide technical assistance plan: Progress towards achieving this goal has been established through the delivery of the FAMJIS training curriculum and technical assistance as outlined previously.

(3) Develop statewide technical assistance plan: The FAMJIS Analysts continue to provide FAMJIS training for data entry, case management tools, and case matching on an as-needed basis and at regional and statewide conferences.

B) ALL TRAINING ACTIVITIES WILL PROVIDE SAFETY, PERMANENCE, AND WELL-BEING FOR CHILDREN IN FOSTER CARE

i) PROGRESS TOWARDS BASIC GRANT ACTION STRATEGIES

(1) Provide ongoing local multi-disciplinary training programs: Progress towards this goal began in 2008 when *Resource Guidelines* trainings were held in three local jurisdictions. As local Best Practice Court Teams were established in 2008 and 2009, training programs in local jurisdictions began. In 2009, the CIP provided flexible funding assistance to Colorado's 18th Judicial District Best Practice Court Team to put on a one-day symposium dependency and neglect symposium. Seven local trainings of *Roles and Responsibilities in the Child Welfare System* were held in 2010.

(2) Provide ongoing local technical assistance and assessment (qualitative and quantitative): In 2008, the Court Improvement Program worked collaboratively with the Colorado Department of Human Services Division of Child Welfare to facilitate design of an electronic *Judges Sign-Up Website* so that Lead dependency and neglect judges in individual Colorado judicial districts could designate teams for the *2008 Summit*. In 2009 the website was upgraded to make it more interactive and to expand functionality: the editing function was enhanced to make it easier for Best Practice Court Teams to update goals; functionality was created to add additional teams both within judicial districts and to add support teams that are not judicial district teams; the ability to notify website members of forum postings and library additions was added. In 2010, the Colorado Court Improvement Program conducted a Site Visit to the 18th Judicial District which is a four county district comprised of both small and large counties. The Site Visit was led by the CIP Judge in Residence, J. Robert Lowenbach, assisted by Court Improvement Program Staff. The Site Visit was modeled on site visits as conducted by the National Council of Juvenile and Family Court Judges model court site visits.

ii) PROGRESS TOWARDS TRAINING GRANT ACTION STRATEGIES

(1) Provide annual regional cross-systems training: Progress towards this goal began with the local 2008 *Resource Guidelines* training that was delivered in three regional locations. Nine regional trainings are scheduled for delivery between February 2010 and May 2010 in the subject matter areas of *Roles and Responsibilities, Community and Culture, Child Development, and Education*.

(2) Provide annual statewide judicial training: Progress towards this goal was accomplished when a full day of judicial training was conducted at the May 2008 Summit on Children, Youth and Families and a half-day of judge specific training was conducted at the 2009 Summit on Children, Youth and Families. In September 2009, the CIP began collaboration with the University of Denver and the Rocky Mountain Children's Law Center to construct a judicial institute for dependency judges in order to provide sustainable yearly training for the full spectrum of dependency court. The first institute, the *Colorado Dependency and Neglect Judicial Institute (CoDNJI)* was held August 1-4, 2010.

(3) Provide annual statewide cross-systems training: Progress towards this goal was accomplished when a half day of Best Practice Court Team cross-systems team training was conducted at the May 2008 Summit on Children, Youth and Families. Additionally, the 2009 Summit on Children, Youth and Families featured a full day of Best Practice Court Team Training. For both the *2008 and 2009 Summits on Children, Youth and Families*, the last two and one-half days of the Summit were reserved for cross system sessions open to all child welfare stakeholders. In 2010, the *Leadership Symposium on Colorado's Children*, was held September 12-15. All concurrent sessions were multi-disciplinary and each day of concurrent sessions was concluded with a regional team meeting.

(4) Provide ongoing local multi-disciplinary trainings: The first local multi-disciplinary training was delivered in 2009 and consisted of a one day Child Welfare Symposium planned and delivered by Colorado's Best Practice Court Team from the 18th Judicial District. The event was funded by the CIP and technical assistance was provided by the CIP for the event.

(5) Provide training to court appointed attorneys: Progress towards this goal began at the May 2008 Summit on Children, Youth and Families and continued during the *2009 Summit on Children, Youth and Families*. A full day of role specific training was conducted at the *2008 Summit*. Guardians ad litem, respondent parents' counsel and city/county attorneys attended these sessions. At the *2009 Summit on Children, Youth and Families*, a half day of attorney specific training was offered. Due to budget restrictions in effect for the Division of Child Welfare in 2010, the Colorado CIP was not able to collaborate on a *2010 Summit*, and so the CIP focused efforts on designing and writing two-day curricula, *Building a Defense and Helping Families in the Child Welfare System*, for respondent parent attorneys.

iii) PROGRESS TOWARDS TECHNOLOGY GRANT ACTION STRATEGIES

(1) Provide ongoing local training in combination with annual regional and statewide training focused on utilization of outcome based management reports and case management tools designed to improve information related to safety, permanency, timeliness and due process: Local training continues to be offered upon request, on a quarterly basis, and when other conference opportunities arise. FAMJIS Analysts

continue to focus on utilization of case management reports and data analysis to ensure the FAMJIS system is working as intended.

(2) Implement statewide technical assistance plan: This goal has been achieved through the delivery of the FAMJIS training curriculum and technical assistance outlined in Appendix G.

IV. FINDINGS, RECOMMENDATIONS, OR REPORTS OF THE STATEWIDE TASK FORCE.

No findings, recommendations or reports generated by the statewide task force during the time period of October 2009 – September 2010.

V. RESULTS OF ANY ASSESSMENT OF ACTIVITIES FUNDED UNDER GRANT.

A) Evaluation Results from the Regional Team Sessions of the 2010 Leadership Symposium on Colorado's Children

(See Appendix E)

VI. CONCLUSION

The Colorado Court Improvement Program continues to work toward implementation of the strategic plan. The Colorado Judicial Department, Court Improvement Program and Colorado Department of Human Services continue to work closely in preparation for the upcoming program improvement plan. Issues and needs identified in the 2009 Child and Family Services Review will be incorporated into the CIP strategic plan. All activities are designed to provide for the safety, permanency, and well-being of children in foster care.

APPENDIX A

COMBINED STRATEGIC PLAN AND WORK PLAN

Colorado Supreme Court Court Improvement Program Combined Basic, Training, and Technology Grant Strategic Plan 2007

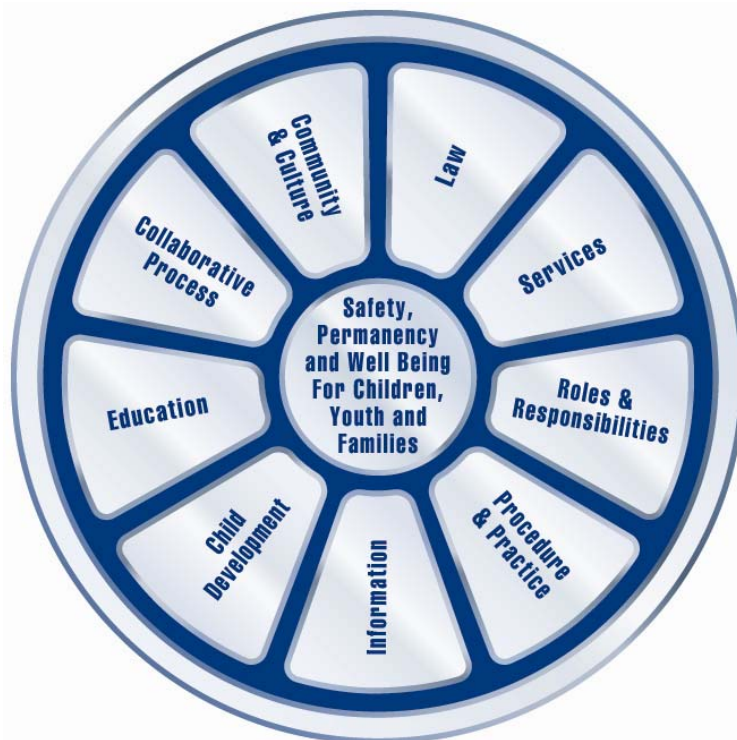
Assumption	Activities	Intermediate Outcomes	Impact
<p>Implementing the Court Improvement Program (CIP) court reform efforts will improve the safety, permanency, well-being, and due process for children and families involved in the child protection court system.</p>	<p>Basic CIP Grant Action Strategy</p> <ol style="list-style-type: none"> 1. Establish a CIP Collaborative Court Program in each jurisdiction charged with implementing Colorado Chief Justice Directives 96-08 and 98-02, NCJFCJ Resource Guidelines, NCJFCJ Adoption and Permanency Guidelines, and NCJFCJ Building a Better Collaborative. 2. Establish local multi-disciplinary team in every jurisdiction. 3. Contract with National Council of Juvenile Family Court Judges Permanency Planning for Children Department Model Courts Program. 4. Establish technical assistance teams within Family Issues Unit (SCAO) and in conjunction with local multi-disciplinary teams. 5. Establish and implement best practices. <p>Technology Grant Action Strategy</p> <ol style="list-style-type: none"> 1. Develop Judicial Officer, Judicial Staff, and Social Services Training Curriculum focused on SANCA Performance Measures and utilization of outcome based management reports to ensure utilization of SANCA/FAMJIS System statewide. 2. Develop data exchanges between Colorado Judicial Department and Colorado Department of Human Services and other stakeholder agencies to create case management tools designed to improve information related to safety, permanency, timeliness and due process. 3. Develop statewide technical assistance plan. <p>Training Grant Action</p> <ol style="list-style-type: none"> 1. Develop judicial training program and curriculum. 2. Develop Multi-Disciplinary Training Program and Curriculum. 3. Develop Cross-Systems Training Program and Curriculum. 4. Develop training curriculum for court appointed attorneys. 	<p>A. Increase knowledge and understanding of stakeholder’s roles and responsibilities in child welfare system.</p> <p>B. Develop collaborative court structures in each judicial district with clearly defined goals.</p> <p>C. Expand resources and identify strategies for effective utilization of existing resources.</p> <p>D. Utilize technology to improve outcomes related to safety, permanency, timeliness and due process.</p>	<p>The system that protects children strengthens families and does not do greater harm to abused and neglected children involved in the child welfare system.</p>
<p>All training activities will provide safety, well-being, and permanence for children in foster care.</p>	<p>Basic CIP Grant Action Strategy</p> <ol style="list-style-type: none"> 1. Provide ongoing local multi-disciplinary training programs. 2. Provide ongoing local technical assistance and assessment (qualitative and quantitative). <p>Technology Grant Action Strategy</p> <ol style="list-style-type: none"> 1. Provide ongoing local training in combination with annual regional and statewide training focused on utilization of outcome based management reports and case management tools designed to improve information related to safety, permanency, timeliness and due process. 2. Implement statewide technical assistance plan. <p>Training Grant Action Strategy</p> <ol style="list-style-type: none"> 1. Provide annual regional cross-systems training. 2. Provide annual statewide judicial training. 3. Provide annual statewide cross-systems training. 4. Provide ongoing local multi-disciplinary trainings. 5. Provide training to court appointed attorneys. 	<p>A. Increase training for all stakeholders in the child welfare system that leads to changes in practice designed to improve outcomes for children and families.</p> <p>B. Improve legal representation in dependency and neglect cases.</p> <p>C. Utilize technology to improve outcomes related to safety, permanency, timeliness and due process.</p> <p>D. Expand resources and identify strategies for effective utilization of existing resources through the implementation of best practices.</p>	<p>Judicial officers, social services representatives, and other professionals in child welfare system are more effective decision makers.</p>

APPENDIX B

TRAINING WHEEL AND CORE COMPETENCIES

Training Wheel
Cross Training – Core Competencies *
Goals & Objectives

Colorado Court Improvement Program Training Subcommittee



What should individuals who are involved in the child welfare system know about that system as a whole and the roles of others involved in it? The core competencies offer the answer to that question. They recognize that each discipline or service area will have expertise within one or more of the components set out, but that each person should have a minimal level of knowledge and understanding within each of the competencies. The competencies described will set out the core knowledge base for those in the system. Each discipline will establish a required professional knowledge and skill base within each competency that may exceed the core knowledge level. However if each discipline will develop its training around these competencies it will allow for better integration and efficiency in training.

The focus of each of these categories is on establishing the Safety, Permanency and Well Being of families and children.

The stakeholders are as follows:

1. Judges and Magistrates
2. Court Staff
3. County Attorneys
4. Guardians *ad litem*
5. Respondent Parents Counsel
6. County Departments of Human Services Staff
7. CASA
8. Service Providers
9. Foster Parents
10. Educators
11. Law enforcement
12. Children and Families
13. Legislators

* Developed by the *Colorado Court Improvement Program Training Subcommittee*

Core Competencies for Services

Those involved with the child welfare system should have an understanding of the following issues regarding services:

- The type of services that can be used to assist children and families
- What services are required by law or regulation
- The assessment process to determine need and eligibility (funding) for certain services
- The availability of services within the community
- The need for services with the community
- Types and availability of community support partners (Indirect services: food banks, public transportation, etc.)
- Best practices for the provision of services

Training Goal for Services

Stakeholders will have an understanding of the service needs for families; the service providers that are available and accessible in their jurisdictions and will be empowered and enabled to use their community partners in developing and delivering necessary services so that children and youth will be provided with safety, permanency and well-being.

Training Objectives for Services

- Stakeholders will demonstrate a working knowledge of the services each community is required to provide pursuant to C.R.S. 19-3-208 and a working knowledge of how to effectively advocate if such services are inaccessible.
- Stakeholders will demonstrate a working knowledge of the case planning methods mandated by Volume 7.
- Stakeholders will demonstrate a working knowledge of the services that may not be required by statute but which are available and accessible within their region that may be necessary to meet the reasonable efforts requirement.
- Stakeholders will demonstrate a working knowledge of how the reasonable efforts requirement can be used to develop appropriate services that do not yet exist.
- Stakeholders will demonstrate a working knowledge of services that are available in best practice communities and how to develop programs and resources to make them available in their own communities.
- Stakeholders will demonstrate a working knowledge of the streams of funding and their limitations.
- Stakeholders will demonstrate a working knowledge of strategies to overcome challenges caused by lack of transportation, limited capacity of programs, disability of client, lack of services in the client's first language, providing services to undocumented residents, overcoming barriers presented by gender, cultural or racial bias, for example.

Core Competencies for Law

Those involved with the child welfare system should have an understanding of the following issues regarding the Law:

- A basic outline of the state statutory structure of the child welfare system
- A basic outline of federal law and regulation that impacts the child welfare system
- A basic outline of the regulatory environment that the Department of Human Services operates under
- A basic outline of the regulatory environment that Service providers operate under
- Knowledge of the Chief Justice Directives affecting the child welfare system

Training Goal for Law

The goal of the legal training curriculum is to promote and protect the safety, permanency and well being of children and families by assuring a sufficient understanding of the law among all child welfare stakeholders.

Training Objectives for Law

- Learners will be able to articulate the basic requirements of the law that allow the intervention of the child welfare system into the lives of children and families
 - Who reports
 - Who investigates
 - Alternative outcomes of report
 - Appropriate expectations of information sharing regarding the reports and ongoing cases
- Participants will recognize that law governs child welfare proceedings and be able to identify professionals who can provide more information to them about how the law impacts a particular case.
- Participants will understand that there are legally-imposed timelines that set a framework for when specific events should happen in a case.
- Participants will demonstrate a basic understanding of the language that is commonly used in dependency proceedings in their jurisdiction and in general.
- Participants will describe the legal role of each professional within dependency and neglect proceedings.
- Participants will describe what happens generally during court proceedings, as well as an understanding of courtroom culture and proper professional etiquette.

Core Competencies for Community and Culture

Those involved with the child welfare system should have an understanding of the following issues regarding the community and culture:

- How local community standards impact the child welfare system
- The impact of culture on family relationships
- The impact of culture on the effectiveness of treatment
- Tribal culture and legal systems

Training Goal for Community and Culture

Participants will demonstrate an awareness of how our perception of culture (e.g. race, ethnicity, socioeconomic status, disabilities) affects our communication and decision making, so that our actions regarding removal, service provision and permanency planning are driven by respect and understanding of differences

Training Objectives for Community and Culture

- Participants will be familiar with the cultural competence continuum.
- Participants will be open to learning about other cultures (including the awareness of subcultures) to increase their cultural awareness.
- Participants will demonstrate a basic understanding of the cultural competence value preferences of middle-class White Americans and Ethnic Minorities: Comparative Summary.
- Participants will demonstrate a basic understanding of the impact of contrasting values and beliefs and behaviors.
- Participants will demonstrate a basic understanding of the common rules, common assumptions, common values that are shared by the various cultures.
- Participants will demonstrate a basic understanding of the typical norms of urban versus rural communities (including the culture of poverty).
- Participants will be aware of their own personal biases.
- Participants will understand the complexities of those individuals that are present in this country legally.
- Participants will understand the practice principles of cultural humility.

Core Competencies for Collaborative Process

Those involved with the child welfare system should have an understanding of the following issues regarding the collaborative process:

- How to undertake a strategic planning process
- Who are necessary stakeholders in the process
- How to create meaningful assessments
- How to create and implement action plans

Training Goal for Collaborative Process

Provide education to establish and enhance collaboration at the local, regional, and state levels that promotes the safety, permanency, and well-being of children, youth, and families.

Training Objectives for Collaborative Process

- Participants will identify the reason/s that supports their involvement in the collaborative process.
- Participants will develop a working definition of collaboration.
- Participants will identify the most fundamental techniques of collaboration.
- Participants will demonstrate a willingness to collaborate to promote the safety, permanency, and well-being of children, youth, and families.
- Participants will be participating members of a collaborative process in their district.
- Participants will identify the ways in which collaboration will support them in fulfilling their respective roles and responsibilities, benefit their respective entities, and advance the safety, permanency, and well-being of children, families and youth.
- Participants will describe the roles, responsibility, and value of each stakeholder in the collaborative process and in the dependency system and will demonstrate empathy for other stakeholders in the dependency system.
- Participants will identify ways in which they are already collaborating in their respective roles.
- Participants will state what they - professionally and individually - can contribute to the collaborative process
- Participants will identify new ways in which they can contribute to the collaborative process.
- Participants will demonstrate knowledge of how to undertake a strategic planning process for collaboration
- Participants will understand how to create meaningful assessments.
- Participants will understand the value and benefit of collaboration as it relates to the safety, permanency, and well-being of children.

Core Competencies for Child Development

Those involved with the child welfare system should have an understanding of the following issues regarding child development:

- Developmental stages of children
- Parental bonds
- Impact of substance abuse on children and families
- Impact of domestic violence on children and families
- Impact of sexual abuse on children and families
- Impact of neglect on children and families
- Educational needs and problems

Training Goal for Child Development

Provide stakeholders with sufficient understanding of human developmental stages to make decisions that promote life long healthy development for children and youth involved in the child welfare system.

Training Objectives for Child Development

- Participants will demonstrate a basic understanding of the stages of human development
- Participants will identify or recognize stages of developmental damage that have occurred in children, youth, and parents due to child abuse and neglect.
- Participants will understand how the behavior of children, youth, and adults may be symptoms of underlying traumatic insults that have caused developmental issues.
- Participants will understand how children's behavior problems may be symptoms of underlying developmental delays or emotional disturbance and will be able to tailor strength based solutions that promote healthy development of children, youth and families.
- Participants will be able to identify and recognize developmental strengths of children, youth and families in the child welfare system.
- Participants will be empowered to articulate their concerns as needed to fulfill their role in promoting the safety, permanency, and well being of children. (The "to whom" part will be covered in roles and responsibilities Procedure and Practice)

Core Competencies for Information

Those involved with the child welfare system should have an understanding of the following issues regarding information:

- The type of information about children and families in the system is available
- Limitations on the ability to share some information
- The types of reports and assessments that are available
- The record keeping requirements of all other stakeholders

Training Goal for Information

Stakeholders will maximize their ability to serve the best interests of children and families by developing a clear understanding of the sources of information, the accessibility of that information, the record keeping requirements, as well as the steps that must be followed to gain access to the information

Training Objectives for Information

- Stakeholders will demonstrate an understanding of the broad array of records, reports, instruments, and assessments that are prepared in connection with a child welfare case.
- Stakeholders will demonstrate an ability to access needed records, reports, instruments, and assessments in a timely manner.
- Stakeholders will demonstrate the ability to use records, reports, instruments, and assessments to maximize the effectiveness of their advocacy or decision making role.
- Stakeholders will identify due process and ethical considerations surrounding the sharing and safeguarding of information.

Core Competencies for Procedure and Practice

Those involved with the child welfare system should have an understanding of the following issues regarding procedure and practice:

- A basic outline of the child welfare system from the initiation of a complaint to final adjudication in court
- Basic procedures DHS uses to process a case
- Basic procedures DHS uses to prior to filing a case in court
- Basic procedures the court uses in an expedited procedure case
- Basic procedures the court uses in other cases
- Basic understanding of the limitations on evidence that can be used

Training Goal for Procedure and Practice

The goal of the Procedure and Practice training program is to promote and protect the safety, permanency and well being of children and families while preserving and promoting due process for all parties by assuring a sufficient understanding of the procedure and practice involved in child welfare practice.

Training Objectives for Procedure and Practice

- Participants will be able to articulate the stages of a child welfare intervention from initiation of a complaint to final resolution of a case.
- Participants will be able to identify the parallel proceedings taking place throughout a child welfare intervention:
 - County
 - State
 - Court
 - dependency
 - criminal/ delinquency
 - domestic relations
 - truancy
- Participants will be able to articulate the mandates, expectations, and basic procedures, as well as the tools that are involved in the DHS processing of a case from the initiation of a complaint to final resolution of all types of cases.
- Participants will be able to describe court mandates and procedures governing the processing of both expedited permanency planning and non expedited permanency planning cases.
- Participants will be able to demonstrate an understanding of the confidentiality, privilege, and evidentiary limitations on information that can be used in court proceedings and throughout child welfare cases.

Core Competencies for Roles and Responsibilities

Those involved with the child welfare system should have an understanding of the following issues regarding roles and responsibilities. For each of the stakeholders an individual should understand:

- Their function(s) or job within the system
- The goal or outcome they are seeking
- The performance standards they should abide by and how they are held accountable
- The ethical rules of the profession or organization that place limitations on them
- Practical and professional dilemmas in fulfilling your professional function
- The clients, organization or individual they are serving
- To whom they can, to whom they should, and how they communicate

Training Goal for Roles and Responsibilities

Provide stakeholders with an understanding of the perspective, nature and culture and ethical considerations of various professions and their roles and responsibilities in the child welfare system in order to create respect for individuals, promote relationships, and maximize system capacity to assure safety, permanency and well being .

Training Objectives for Roles and Responsibilities

- Participants will demonstrate an understanding of the processes of basic group communication and conflict communication.
- Participants will demonstrate a basic understanding of the roles of all stakeholders.
- Participants will demonstrate a basic understanding of the focus of each stakeholder
- Participants will demonstrate a basic understanding of the needs and strengths of stakeholders
- Participants will demonstrate a basic understanding of the personal schedules of stakeholders
- Participants will demonstrate a basic understanding of the impact of resource limitations
- Participants must demonstrate a basic understanding of the ethical considerations of each stakeholder

Core Competencies for Education

Those involved with the child welfare system should have an understanding of the following issues regarding education.

- Basic understanding of the relationships between and the responsibilities of schools and county departments – including their contractors – in regard to children.
- Basic understanding that foster children have the same rights as other children to a quality education and that there are special considerations for foster children under the law.
- Basic understanding of procedural rights of children, parents, and educational surrogates when there are issues or disagreements with schools.
- Basic understanding of substantive education rights under state and federal law, regulation, and policy.

Training Goal for Education

The goal of the education training curriculum is to provide stakeholders with an understanding of the unique educational needs and rights of children touched by the child welfare system and to empower them with an ability to promote positive school experiences as an integral part of the safety, permanency, and well being of children and youth.

Training Objectives for Education

- With a foundation of understanding state and federal law and regulation, participants will demonstrate an understanding the importance of their educational advocacy and/or decision making role for children in care.
 - Participants will demonstrate an understanding of the importance of access for foster children and youth to the same resources available to all students.
 - Participants will demonstrate a basic understanding that the importance of the timely transfer of records from one school to another.
 - Participants will demonstrate an understanding of the importance of not imposing negative consequences on a child due to absences caused by a change in placement, attendance at a court hearing, or a court ordered activity.
 - Participants will understand the many aspects of the educational experience and the child's relationship with a school that promote educational stability and success

- Participants will demonstrate a basic understanding of the responsibility of the Departments of Human Services and the Department of Education in regard to transfer of records, school of origin placement, waiver of fee, postponement of record requirements and the required timely re-entry into school.
- Participants will demonstrate a basic understanding of the responsibility of the School to provide liaison services, to provide appropriate educational testing, to appoint a person to hold education rights, to provide procedural rights for disagreements with schools, and to maintain confidentiality.
- Participants will demonstrate a basic understanding of education rights including both special education and general education rights.
- Participants will understand the impact upon school districts of No Child Left Behind and McKinney-Vento.

APPENDIX C

SAVE THE DATE 2011 FAMJIS TRAINING SCHEDULE

Family Justice Information System



Office of the State Court
Administrator
101 West Colfax Avenue, Suite 500
Denver, Colorado 80202



Colorado Department of
Human Services
1575 Sherman Street
Denver, Colorado 80203

Save the Date!

FAMJIS Training

2011 Dependency and Neglect Management Report and Coding Training Schedule

Please take note of the following courses that will be offered at the Grandview Facility in Arvada throughout 2011. Anyone interested in attending can register through the judicialnet training website @ <http://judicialnet/>. Type 'FAMJIS' in your class search to find the list of courses and the course descriptions.

Court Improvement Project federal grant funds will be used to reimburse mileage and lodging.

D&N Management Report Training: (Note: Specific reports are covered on each date. Refer to training website for details.)

February 8, 2011 1:00 - 4:00
Management Report Training - I

May 19, 2011 1:00 - 4:00
Management Report Training - II

August 11, 2011 1:00 - 4:00
Management Report Training - III

November 17, 2011 1:00 - 4:00
Management Report Training - IV

Who should attend: Staff responsible for running and distributing D&N Management Reports and Judicial Officers that review the reports.

D&N Coding Training:

January 13, 2011 9:00 - 4:00
Cure for the Common Code

April 7, 2011 9:00 - 4:00
Unraveling the Coding Mystery

July 13, 2011 9:00 - 4:00
Cure for the Common Code

October 6, 2011 9:00 - 4:00
Unraveling the Coding Mystery

Who should attend Cure for the Common Code? Staff new to D&N case processing.

Who should attend Unraveling the Coding Mystery? Staff needing a refresher course on D&N coding and case progression. This course features the "Wheel of FAMJIS"!

If you have questions, please contact: Diana Coffey at diana.coffey@judicial.state.co.us or
Alison Young at alison.young@judicial.state.co.us

APPENDIX D

D&N ADVISEMENT SURVEY

Respondent Parent Advisement DVD/Video in Dependency & Neglect

The purpose of this survey is to identify the current business practice and use of the Respondent Parent Advisement recordings in Dependency and Neglect cases.

Thank you in advance for your time.

*** 1. What is your position title?**

If your position title does not appear in the list above, please type it in here:

*** 2. In what county is your court located?**

*** 3. Do you currently have an advisement recording for respondent parents used in Dependency and Neglect cases?**

Yes

No

*** 4. Do you currently show the advisement recording for respondent parents?**

Yes

No

If No is selected, please reply with your court location

*** 5. Does your court location use a DVD player or VCR Player to show the advisement recording for respondent parents?**

DVD Player

VCR Player

Both

None

If None is selected, please reply with your court location

*** 6. At what point do you play the advisement recording?**

Before Shelter/PPP/TPC Hearing

After Shelter/PPP/TPC Hearing

Does not apply

Respondent Parent Advisement DVD/Video in Dependency & Neglect

* 7. Do you currently have a private room or separate location where the recording is played?

Yes

No

If No is selected, please explain

* 8. Who is currently responsible for showing the advisement recording to respondent parents?

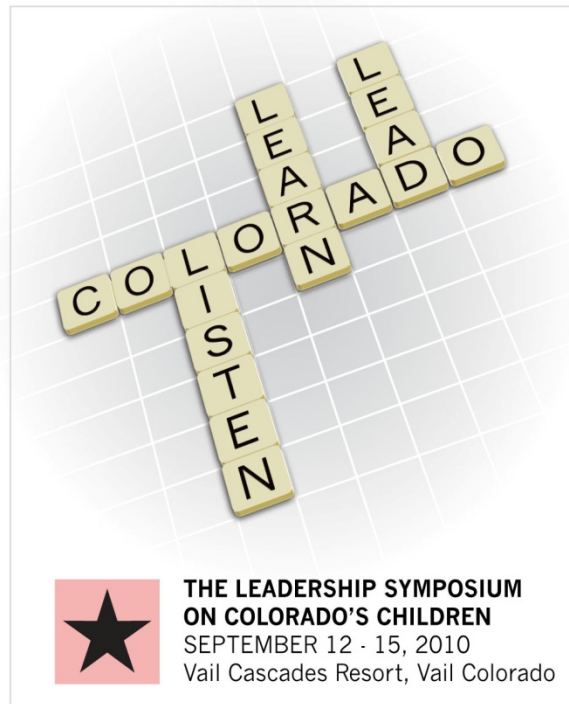
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	6

APPENDIX E

TEAM DAY ONSITE EVALUATION PRELIMINARY RESULTS

Evaluation Results

From the Regional Team Track Sessions of the



The Leadership Symposium on Colorado's Children brought together key leaders and stakeholders from across the state that work with families and children. The event focused on topics that are currently impacting the system, and gave key decision makers time to discuss their implementation. It featured keynote presentations by nationally recognized speakers, in-depth workshops on groundbreaking topics, and workgroup exercises for small groups, organized by judicial district.

Attendees included County Directors, Judges, CDHS Administrators, Chief Probation Officers, DYC Administrators, County Attorneys, and staff from Behavioral Health, Domestic Violence, Child Care and Colorado Works. In addition, participants included partners from the Department of Education, and the State Board of Human Services.

Approximately three hundred and fifty (350) people attended the Symposium, which was held at the Vail Cascades Resort, September 12-15, 2010.

Participants were asked to score the Regional Team Sessions on a scale of 1-6 (1=poor, 6=excellent).

Attendees were also asked open-ended questions about the Team Sessions as a whole.

Regional Workgroup Session Evaluations

Workgroup Session 1 Monday, September 13, 3:45 – 5:15pm

1. The Activities and Ideas provided in this session were helpful to me.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	4	12	32	25	16

Overall Score: 4.42 (scale of 1-6)

Total Responses: 89

2. I acquired new perspectives that will be useful in my professional life.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	2	11	27	31	18

Overall Score: 4.58 (scale of 1-6)

Total Responses: 89

3. Instructional materials were well organized and easy to understand.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	4	11	22	30	21

Overall Score: 4.60 (scale of 1-6)

Total Responses: 88

Comments:

- Tillman exercise was not very helpful (8)
- Would have liked to interact with other districts (3)
- A little confusion, however it was figured out. It was a good activity for everyone to talk and discuss how they would approach the Tillman family.
- Activities were engaging and helped us work as a District to learn better communicate and collaborate.
- Committees are fighting over the funding and have 'not my problem' mindset. How do I take this back to my community?
- Great opportunity to learn about what others are doing.
- Hard to add anything because I don't work directly with children and youth.
- I enjoyed the format of this session.
- I realized that the county attorney's office is really out of the collaboration loop! We will need to reach out to them. Suggestion: Workshops in Vail should only go to 4:30 or 5:00. I was sincerely listened out by 4:30.

- It took a little while to get going. Unsure of the purpose of the directory for rural areas. We already know who to go to.
- It was helpful to be made aware of all of the other resources that can help me do better in my job.
- It was very useful to have the group discussion of the Tillman family, particularly for seeing other agency's perspectives. Not sure that multiple groups in the same room is effective.
- Not as effective or helpful as I'd like, but gave us a chance to spend time with folks from our district and surrounding districts. I liked the exercise about what will happen to the Tillmans in 10 years. Assumes intervention, but was a helpful exercise.
- Our particular group has so many new developments that it would be useful for us to set our own agenda regarding projects we want and need to work on. Still, this forum was useful to get to know each others' perspectives a little more. I like more general concepts and ideas, rather than specific case reviews, since in real time with a family there is so much more information and insight which comes into play. It was still valuable.
- The focus on the interaction and relationships between the family and child welfare system was an important reminder of the collaboration needed to see improved outcomes for our families.
- The grey font on the handouts was hard to read.
- The Tillman exercise was interesting, and an opportunity to hear from other disciplines.
- Too elementary.
- Very good dialogue.
- Would have preferred to have a more free-form forum, for us to address issues and opportunities in our district.
- Writing on the table exercise was very good.

Workgroup Session 2
Tuesday, September 14, 4:15 – 5:30pm

1. The Activities and Ideas provided in this session were helpful to me.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	2	6	30	29	20

Overall Score: 4.68 (scale of 1-6)

Total Responses: 87

2. I acquired new perspectives that will be useful in my professional life.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	1	5	31	31	20

Overall Score: 4.73 (scale of 1-6)

Total Responses: 88

3. Instructional materials were well organized and easy to understand.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
1	2	4	27	31	22

Overall Score: 4.74 (scale of 1-6)

Total Responses: 87

Comments:

- Great discussion (4)
- Missed this session (3)
- Great facilitator (2)
- Great to hear from the education side. (2)
- Group session very helpful.
- I really enjoyed this activity. I learned so much and again it was nice to talk to everyone.
- It is always frustrating to see how one county tends to turn discussion from joint effort to 'all about me'.
- It was good to hear what other counties are doing.
- Learned new concepts.
- More educators.
- Not accurate reference to 'foster care liaison' - that is not what that person is called.
- Resource list seems redundant. I liked the focus on cross-over youth, although some folks from our community (SB94, DYC) were not present.

- Thanks for making it a whole group discussion, rather than small groups and a report out. (That would have killed me). My ratings are only low because we are working pretty well with each other and do have a lot of conversations and planning together.
- The direction we took was more helpful than the guided direction.
- The questions were not well defined - ambiguous.
- Wanted more time to plan as a community.
- We diverted from the script and realized the potential to discuss real issues.

Workgroup Session 3
Wednesday, September 15, 10:15 – 11:45am

1. The Activities and Ideas provided in this session were helpful to me.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	1	1	11	33	41

Overall Score: 5.29 (scale of 1-6)

Total Responses: 87

2. I acquired new perspectives that will be useful in my professional life.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	2	2	12	30	38

Overall Score: 5.19 (scale of 1-6)

Total Responses: 84

3. Instructional materials were well organized and easy to understand.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	1	1	13	32	38

Overall Score: 5.24 (scale of 1-6)

Total Responses: 85

Comments:

- Discussions were helpful (9)
- Loved hearing about current projects (4)
- Collaboration is alive because of the people I met. I feel very lucky.
- Excellent discussion today. I got tired of feeling like I need to defend the past work of the old 1451 group. They really worked hard and were successful. Really great people to have struggled with together.
- Few regional participants on this day.
- Great facilitator.
- It is nice to see we are all moving in the same direction.
- Looking and listening to peoples' perspectives about why they did what they did brought a new understanding of the people I work with.
- This was by far the best part of all the breakout sessions.
- Very moving.
- Would have been helpful to share ideas with other districts, focused on what we are already doing. May have been better to mix participants.
- Would love to hear more about LINKS.

Additional Questions

1. Communication prior to the conference was timely and helpful.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
6	9	16	21	24	13

Overall Score: 3.98 (scale of 1-6)

Total Responses: 89

2. Facilitation of the team meetings was beneficial.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	2	3	18	32	36

Overall Score: 5.07 (scale of 1-6)

Total Responses: 91

3. The full group discussions were beneficial.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	1	4	15	31	40

Overall Score: 5.15 (scale of 1-6)

Total Responses: 91

4. It is important for child welfare stakeholders to be aware of diverse perspectives, beliefs and value systems.

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
1	0	0	2	9	78

Overall Score: 5.80 (scale of 1-6)

Total Responses: 90

5. How effective were the Regional Team Meetings in fulfilling the need for cross-over child welfare stakeholders to connect and interact?

1 - Strongly Disagree	2 - Disagree	3 - Disagree Slightly	4 - Agree	5 - Agree Slightly	6 - Agree Strongly
0	2	6	17	29	35

Overall Score: 5.00 (scale of 1-6)

Total Responses: 89

1. What are the most important things that you are taking away from these Regional Meetings?

- Networking, getting to know team members better (13)
- Collaboration and communication (11)
- A better understanding of youth - don't criticize the youth for what they have done until you understand why they have done it.
- A chance to continue networking with the people I work with in my district, related to the work we do.
- A renewed sense of purpose.
- Additional services available to the departments.
- All of the new things I learned about my own district, and to be open minded about child welfare.
- All of the resources and how they play off each other.
- All of us want to help families. Just need to communicate better.
- Better understanding of family connections.
- Better understanding of what other systems/regions are doing.
- Communication is important so that families are connected with the most appropriate services.
- Different perspectives
- Education and CDE issues.
- Greater knowledge of how students are served by community services.
- How important my role is in the collaborative
- How much we have going on and how there will always be more to learn.
- How well we work together and how much more we still have to do.
- I appreciated the directed communication we received from Diana Coffey. We can use that approach in our future collaborative meetings.
- I believe hearing from the youth was one of the most beneficial.
- Ideas on next steps.
- Importance of the focus on crossover youth and children.
- Innovative practices.
- It is not so hard to meet other stakeholders.
- Knowledge of similar activities across the state.
- Lack of law enforcement.
- Look at multiple perspectives.
- Lots more understanding of senate bill 1451.
- Meeting diverse folks from other agencies and getting to talk face-to-face with stakeholders.
- Meeting stakeholders. Work being done in the region. Diversity of agencies and organizations.
- More regional partners needed to attend.
- Need to continue efforts to assure that all stakeholders know what others can do, or even, who they are. Finding out what others in my district are doing - like the Delta Alternative School.
- Need to make better effort to hold team meetings.

- New ideas, contact info.
- New information.
- Not much diversity.
- Respect for dedication and knowledge level of other stakeholders.
- Some new perspectives and initiatives that I was not aware of.
- Some opportunity to network. Ideas for implementation in our county.
- State initiatives.
- That we need to communicate even more, implement more practices, collaboration.
- The information related to the services that are available to youth and families in Weld County.
- They need to be focused.
- To celebrate success. To do my job with diligence.
- To involve parents and foster parents in our county best practice team meetings.
- To learn to include more stakeholders and learn to lean on them for help, rather than working solo.
- Transparency in collaboration is important.
- Understanding that we are all on the right track.
- Useful information on what other professions are doing in the community.
- Value of listening to students.
- We already have many of these processes and practices in our jurisdiction. We speak to each other and work together on a very frequent and regular basis.
- We use the same approaches in our work, but use different language to describe what we do.
- Why collaboration and listening is important.
- Willingness of our educators to get involved with us.

2. What is one thing that you will do as a result of your having participated in these Regional Meetings?

- Communicate better with stakeholders and families (16)
- Collaborate more with Education (7)
- Share information with my co-workers (7)
- More networking (6)
- Ask more questions.
- Attend various court activities.
- Better understanding of the Judicial Districts.
- Check Georgetown Center and OJJDP Websites for research and data.
- Confirmed my belief in working towards a wraparound program in JeffCo.
- Continued involvement in our collaborative activities.
- Discuss how to carry this forward as we move on.
- Faith based engagement.

- Finding the appropriate people to help me move best practices forward in our county.
- Further explore family engagement.
- Have a renewed drive to make improvement.
- Have more family inputs.
- Have respect for colleagues' perspectives, and seek them out for help.
- I established helpful links with other system practitioners.
- I like Listen, Learn, Lead.
- I will be listening more to my clients to learn more from and about them and then lead these young people to a more positive life.
- Implement a process for getting services for kids getting out of foster care.
- Keep contacts up.
- Keep fighting the good fight.
- Know who to contact!
- Leadership, stewardship.
- Make sure I am an active participant at meetings attended.
- Make sure to solicit input from different sized counties, different geographical areas and multiple disciplines.
- Need to step back and reflect on where to go next.
- Pay attention to what is happening to the youth in Weld County.
- Recommend some changes in another region, within which we are located.
- Respect for the accomplishments and motivations of the other members.
- Seek the opinions of other stakeholders more.
- Talk with my Director and staff about the issues we discussed.
- Try to be a part of some things in my county. Also, be more open minded with my juveniles.
- Try to connect with the other regions I work with, because I could not be in four places at one time.
- Use the contact info for the state department to help me find resources and solve problems.
- Utilize the resources for the benefit of mankind.
- Work on my skills.

3. What will you tell others about the Leadership Symposium for Colorado's Children Regional Team Meetings?

- It was a worthwhile experience/good use of my time (14)
- It was great! (11)
- My co-workers need to attend the next one (9)
- Networking was beneficial (8)
- Communication is necessary going forward (6)
- Speakers were great (3)
- A need for us to action-plan with our partners.

- Continue to facilitate expansion of 1451 to other counties in our region.
- Could have been more useful if some participants had been more strategically selected, rather than blindly on organizational rank.
- Good for networking, not particularly productive in terms of output.
- Have faith in our youth. Give them guidance, the tools they need and then get out of the way.
- How important their role is!
- Increase collaboration and decrease territorial thinking.
- Invite educators and law enforcement.
- It is very stimulating.
- It was excellent and very well organized. A lot of important information and ideas on how to improve practice in child welfare.
- Need good facilitators.
- Need more probation involvement.
- Nice location.
- Positive.
- Renewed vigor.
- Seek collaboration. Leave no stone unturned with kids and their families.
- Started slow and made sense at the end.
- That it didn't include the same old groups as in prior conferences.
- The conference provided a great perspective on the intersecting systems and the need to work together.
- The importance of interagency discourse for better outcomes for Colorado's kids.
- Useful to hear Best Practices in other districts and counties.
- We are doing a good job.
- We need to work better with individual schools and not just districts.

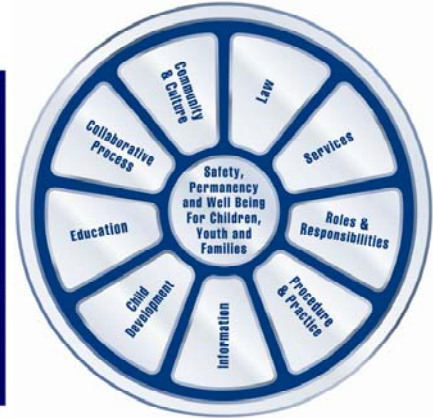
4. What suggestions do you have for improving this program for future participants?

- Include more participants/ more diverse audience (13)
- Need advance notice of goals, purpose and exercises (6)
- None (6)
- Less hypothetical work, more real-life issues (5)
- Time to share between districts, not just with own district (4)
- More time (3)
- Have titles on nametags (2)
- All of us in one hotel will be great. (2)
- Ask the question - how can we build local capacity around a couple of critical multi-systemic elements/components to improve child and family outcomes?
- Better parking arrangements. Thanks for the great conference.
- Divide huge districts in to 2 groups.
- Follow up with each county on their knowledge gained and how it is used.

- Give some time to develop an action plan for a collaboration effort that will continue after the conference ends.
- Have the regional team meeting earlier in the day.
- I didn't hear about it except for an invite to CIP members. Need to get the word out to everyone.
- I have to praise our facilitator, Diana Coffey, for letting us 'go off' on some great discussions that were tangent to our task at hand. Perhaps because our judicial district had just finished the rules and responsibilities training with Judge Lowenbach, I didn't feel such an immediate need for ongoing rules and responsibilities collaborative team building - as it appears these workshops were designed to address. I would suggest asking the teams ahead of time for input on how they want to use this time. From my perspective, it's difficult to get together and do work - like reviewing our district plan - and I would have appreciated the opportunity to do it during our group work.
- I think it would have been better for the regional work sessions to have included discussions with other districts. In Boulder we all know each other and talk a lot, so when we get together to discuss in the groups none of it is new, and it wasn't useful to have three days of it. It would have been better to have 1 day with just my district and the other days with other districts.
- It seemed very judicial district-focused, more than D&N, so a better balance of these would be good.
- Keep the cross agency teams going.
- Meet in separate rooms. Too hard to hear with two regional teams in the same room.
- More hands on exercise on the gained information.
- More programs specifically tailored to meet Colorado needs and problems.
- Not have presentations be on PowerPoint. It's dry and I saw people fall asleep. Not all were this way, but some were. Overall, it was a great conference!
- Region #5 - Susan did a great job of facilitating this group process despite the limited number of participants. She remained focused and encouraged good participation from all attendees.
- Regional meetings first thing in the morning and then breakouts.
- Remind people bring their business cards.
- Select potential leaders. Ensure that participants know why they were selected, what is expected of them, and what they are to take away.
- The facilitators were helpful. It was unfortunate that both could not be at all sessions, as they had unique styles and perspectives.
- Unsure what the goal of the regional workshop is, so I don't know what would improve it.
- We are doing great work!
- You will have a hard time topping this one!

APPENDIX F

TRAINING WHEEL CURRICULUM DEVELOPMENT REQUIREMENTS



Colorado Court Improvement Program Training Subcommittee

TRAINING WHEEL

CURRICULUM DEVELOPMENT

Request

It is not surprising that the diverse culture of the child welfare system creates knowledge and experience gaps for child welfare participants and practitioners alike, which leads to the question, “How can individuals who are involved in the child welfare system know about that system as a whole as well as the roles of others involved in it? “

The Colorado Court Improvement Program (CIP) is in the process of designing training to answer this very question. The Training Wheel Curricula is made up of nine separate modules, each representing a discipline or service area associated with the Child Welfare process. The purpose of each module is to assist multi-disciplinary Best Practice Court Teams in building a foundation of core knowledge within each discipline or service area. While each discipline or service area may have a required professional knowledge and skill base that exceeds core knowledge, it is core knowledge in all areas that creates an understanding of the child welfare process as a whole.

Core knowledge training will be delivered to multi-disciplinary child welfare teams of judges and magistrates, court staff, county attorneys, guardians *ad litem*, respondent parents counsel, County Departments of Human Services Staff, CASA, service providers, foster parents, educators, law enforcement, children and families, and legislators.

Training will be one day in length for each module. Each day shall consist of six hours of content training, an hour lunch, and one hour for networking breaks.

Development of each curriculum module is a two-step process which must address the core competencies, goal, and objectives that are included with this curriculum writing request; must be based on the facts presented in the Hypothetical Child Welfare Case Scenario that is included with this curriculum writing request; and must be submitted in the Curriculum Development Template format that is included with this curriculum writing request.

Step One – Proposal Summary

Please provide concise narrative responses to the following. Your responses will be your Proposal Summary. Submit your Proposal Summary as an email attachment to margaret.yorty@judicial.state.co.us .

- Describe the purpose of the training in your own words.
- Describe the information gathering that you have completed. For example:
 - Review of Learning Wheel core competencies, goals, and objectives.
 - Interview with CIP Training Subcommittee representative.
 - Interview with subject matter expert(s).
 - Review of existing curricula when available.
- The included core competencies, goal, and objectives must be covered in the training module. Please describe how you will do that. For example, will you combine objectives to accomplish one goal? Be specific.
- Please provide, as an example, one outcome for each objective that will be included in the curriculum.
- The curriculum will be delivered to a multi-disciplinary audience of adult learners. Considering that, please provide a basic Agenda for delivering the curriculum.
- Will Powerpoint be used in delivery of the curriculum? If so, please describe the extent to which it will be used and how it will be used with other learning tools, taking into account varied adult learning styles.
- Will a participant manual be included with the curriculum? If so, how long (in estimated pages) will the manual be?
- How long (estimated pages) will the trainer guide be?
- How many Handout(s) (estimated pages) will there be?
- Please provide the basic Resource Bibliography that will be included in the curriculum as a participant handout.
- Please describe any Graphics and Icons (number and complexity) (when appropriate) that will be used in the curriculum.

Step Two – Draft Curriculum and Develop Materials

Your Curriculum Proposal Summary will be submitted to the Court Improvement Program Training Sub-Committee for approval. If the Training Subcommittee requires changes to the proposal, the CIP Training Coordinator will contact you and ask you to make revisions. When your Proposal Summary is approved by the CIP Training Sub-Committee, the CIP Training Coordinator will contact you and instruct you to begin writing the curriculum and developing materials to include in the curriculum.

At any time during the writing process, please contact the CIP Training Coordinator margaret.yorty@judicial.state.co.us with questions. Use your approved Proposal Summary; the included core competencies, goal, and objectives; the included Hypothetical Child Welfare Case Scenario; and, the included Curriculum Development Template to write the training module and to develop training materials.

Completed curriculum modules will be used by various subject matter experts to deliver training to Colorado Best Practice Court Team members. Therefore, each module must be ready to use without any further development by the trainer who will be delivering curriculum.

Insert Competencies, Goals, and Objectives
For
Specific Training Wheel Curriculum Module Here

HYPOTHETICAL CHILD WELFARE CASE SCENARIO

Marianne's three children were removed from her home and placed in care following a report from the school that the oldest child, Sandra, age 6, came to school dirty, tired, and hungry. The teacher, who has been concerned about Sandra before due to her violent outbursts followed by silences, was able to get her to explain that she had witnessed a fight between her mother and her mother's boyfriend in her house the night before. Sandra would not say if the police were called or whether there were weapons involved but she did say that "there had been a birthday party". Sandra explained that she was up all night, trying to comfort her younger siblings, Leon, age 4, and Brianna, age 13 months. This morning she left the house while her mother and mother's boyfriend (Brianna's father) were still asleep. She stopped at a neighbor's to ask if the neighbor had some food that her brother and sister could have for breakfast.

Upon investigation, DHS workers found a filthy apartment in complete disarray, with chairs turned over, food spilled on the floor and empty beer cans scattered in the kitchen and living room. There was no fresh food in the refrigerator or kitchen cabinets. Sandra's brother and sister both appeared frightened, dirty and hungry. Sandra told the caseworker that Marianne and her boyfriend, Sam, fight and drink all the time. She also described what sounded like a meth pipe being in the home.

Marianne (age 25) and Sam (age 23) downplayed the incident. They said there had been a party and others brought in the beer and then left without cleaning up. They adamantly denied that the children were in any danger. Marianne is a high school graduate and attended some college. She is unemployed Sam works at a local meat packing plant. Marianne receives SSI survivor's benefits for Sandra.

Evaluation of the children, showed no evidence of physical abuse. Sandra is doing well in school and Leon shows no identifiable delays, although he is neither enrolled in Head Start nor pre-K at this time. Brianna may have some developmental delays, as she doesn't crawl and rarely even babbles.

Over the past three years, DHS received four reports regarding Marianne, all involving neglect and possible drug use. None were substantiated as the children were not forthcoming with information, the home was adequate, and Marianne provided clean UAs each time. The file indicates that two years ago Marianne successfully completed an outpatient drug treatment program. There is some information that shortly after meeting Sam three years ago, Marianne resumed using drugs. Both Marianne and Sam deny any current drug use and deny that there is any violence in their home.

Sam entered Marianne's life shortly after she graduated from the drug program. Sam is from California and has no local family. The couple moved in together after dating for two months and has now lived together for a little over one year. Sam has been arrested for domestic violence with his previous girlfriend, but the case was later dismissed. Sam reports that the

child Sandra “hates me and tells me she doesn’t have to do anything I tell her,” but that Leon calls him “daddy.” He describes Brianna as the “light of my life” and tells the caseworker that he can take care of both Leon and Brianna. He insists that there is nothing wrong with Brianna and that “kids in my family were always a little behind the curve.” Sam is not named on Brianna’s birth certificate.

The Preliminary Protective Proceeding

At the PPP hearing Marianne appears but Sam does not. A Guardian ad litem is appointed for the children and Marianne has counsel appointed to represent her.

The caseworker Alice is very experienced, having worked for the Local Department of Human Services for 7 years. She has a BA in psychology and has completed the coursework for her MSW. Before employment with the Department she worked for 5 years as a counselor for a residential child care facility. She and many of her colleagues believe that the Judge and Magistrate often believe the parents over the caseworker’s opinion. Alice will ask that the children remain in foster care since no relatives are available to care for the children and CW believes that the children would not be safe in Marianne and Sam’s home.

Marianne’s lawyer Bill has worked with the district for several years and generally gets along well with everyone, although caseworkers have commented that they think he badgers caseworkers when they get on the stand. Bill explains to Marianne that the best way to get the kids back is to cooperate. She is suspicious and doesn’t trust either him or the process. She doesn’t think that there is really any justification for state involvement. After counseling with Bill, Marianne says that she is willing to live separate from Sam, although since he is the only one with a job, she can’t exactly ask him to leave. At her lawyer’s urging she reluctantly agrees to have a drug and alcohol evaluation and to do random UA’s. She also has friends at her church that will help her clean up the home. Marianne and her lawyer will argue that the Department should return the children to her and allow her to return to the home and that DHS SHOULD provide rent assistance so that the children do not have to be in foster care.

The children’s Guardian ad litem Sally is also very experienced. She has been working as a GAL with the Office of Child’s Representative for 6 years. She has a reputation for being cautious, working well with most of the Department’s caseworkers and doing a thorough investigation. However, many caseworkers believe she is easily taken in by parents and really doesn’t understand what it is like on the front lines.

The Assistant County Attorney, Barb, has been with the county for many years. Some view her as pretty set in her ways. The caseworkers generally like her because she vigorously defends them against all attacks, but they also think that she frequently second guesses their conclusions.

The Judge has had a child welfare caseload for three years, but he is ready to move on. He views the work as very important but believes that a less emotionally intense caseload would be good for his physical and emotional health. Although he has gone along with the philosophy that judges in the child welfare courts must be leaders, he is still a little uncomfortable with the problem-solving court philosophy. He is suspicious of some caseworkers and believes that they are often too cautious and sometimes make conclusions that they don't have the expertise to make, but he finds it difficult to seriously question their conclusions because his background is in the law – not social work. Some people – particularly caseworkers – believe that he plays favorites and doesn't hold other professionals to the same standards that he holds caseworkers.

CURRICULUM DEVELOPMENT TEMPLATE

General Guidelines for Entire Curriculum:

- *All Font: Times New Roman*
- *All Trainer Instructions are italicized*
- *Margins T/B 1" L/R 1"*
- *2 Spaces between the header and the title*
- *Titles - 18pt. Font, bold, flush right, caps, (Following is a sample of the Curriculum Structure)*
- *Footer: 12pt. font, flush right, page number*
- *Header: 12 pt. font, flush right, bold, Times New Roman*

Include the following pages before the curriculum material:

- *Table of Contents: do not number this as page 1, but as i*
- *Table of Appendices: do not number this as page 2, but as ii*

*Header: TITLE OF THE CURRICULUM:
TITLE OF THE SESSION OR SUBJECT MATTER CONTENT*

*Header: all caps, bold, flush right, 12 pt, Times New Roman Font
2 spaces*

TITLE OF THE CURRICULUM

Font: Times New Roman (MS Word)

All Trainer Instructions are italicized

Margins T/B 1" L/R 1"

Title: 18pt. Font, bold, flush right, caps, Title (Following is a sample of the Curriculum Structure)

2 spaces, 12pt.

Time

6 hours *(2 indents here)*

Purpose

To provide a conceptual framework for explaining interdisciplinary casework between family preservation specialists and drug/alcohol counselors. *(1 indent)*

Competencies/
Learning

The trainee will be able to explain interdisciplinary casework between family preservation specialists and drug/alcohol Objectives counselors *(1 indent)*.

- List the stages of the casework process.
- Identify the purposes of each stage.
- Identify tasks and activities to accomplish during each stage.
- Identify key decisions of each stage.
- Identify the stages of the casework process for a case study. *(1 indent, bullets lined up under first letter of the paragraphs, 1 indent to each object, upper case beginning each objective, try to keep each objective to one or two lines)*

Materials

Handout 1a: TEAMWORK TRIALS
Handout 1b: FLOW CHART OF CASEWORK
PROCESS
Handout 1c: STAGES OF CASEWORK PROCESS
Handout 1d: INTAKE (overhead)

(Single spaces between Handout titles, from title all caps, 1 indent, number handouts with session # and sequence letter within session)

*Header: TITLE OF THE CURRICULUM:
TITLE OF THE SESSION OR SUBJECT MATTER CONTENT*

*Header: all caps, bold, flush right, 12 pt, Times New Roman Font
2 spaces*

EXPECTATIONS OF TRAINERS *(all caps, bold, flush left, 14 pt. font)
1 space*

*Font: Times New Roman (MS Word)
12 pt.
All Trainer Instructions are italicized
Margins T/B 1 “ L/R 1”
2 Spaces*

*Header: TITLE OF THE CURRICULUM:
TITLE OF THE SESSION OR SUBJECT MATTER CONTENT*

*Header: all caps, bold, flush right, 12 pt, Times New Roman Font
2 spaces*

TITLE OF ACTIVITY *(all in caps, bold, flush left, 14 pt. font)*

Time: *(bold, 14 pt. font)*

Description of Activity: *(bold, 14 pt. font)*

1 space

Font: New Times Roman, 12 pt.

Welcome participants and review the goals for today's training.

Ask participants to introduce themselves providing the following information (also have this written on a prepared flip chart):

Name

Agency

Position

Length of time

Experience with dual-diagnosed clients

3. *Discuss the purpose of the day.*

Today's purpose will be to give you concrete tools and ideas about how you can help develop skills, knowledge, and attitudes in working with professionals from other disciplines. We will be building on your existing skills.

4. *Provide a summary of the day's agenda with any "housekeeping" rules/information.*

5. *Show the video, "TEAMWORK: TRIAL BY FIRE" Refer trainees to Handout 1-a: TEAMWORK TRIALS and ask them to take notes during the video. Explain that we will break into small groups to more fully answer the questions on the handout. After the video ask the trainees to divide into groups of 4-5 people. Give each group a piece of newsprint and magic markers. Ask them to record their responses to the report to the entire class. Allow 30 minutes for discussion. Call for a representative from each group to report to the class. During the discussion, bring forth at least the following points:*

- *Teamwork is a necessary process to maximize our resources.*
- *Teamwork can be a rewarding and frustrating experience.*

HANDOUT/FACULTY RESOURCES TEMPLATE

Margins: T/B 1" L/R 1"

No Header
2 spaces from top, for example,

**HANDOUT 1B:
TEAMWORK TRIALS**

Title: flush right, 14pt. bold, all caps, 2 lines
2 spaces

12 pt. font
Footer: 12pt. flush right, page number

Format Issues

1. The finished curriculum should be one main document
 - a. All faculty handouts should be contained in one word document with clear titles and page breaks for each separate handout! Do not create separate documents for each individual faculty resource unless it is a power point.
 - b. All participant handouts should be contained in one word document with clear titles and page breaks for each separate handout. Do not create separate documents for each individual handout unless it is a power point.
 - c. **In other words you should only be creating 3 separate documents: curriculum, faculty resources, and participant handouts).**
2. Activities should vary to increase trainee interest and to maximize different learning styles. Options include but are not limited to small group discussion, small group exercises, large group discussion, large group exercises, journaling, written exercises like worksheets, oral exercises like role plays, overhead displays, films and AV materials, and other activities that get trainees out of their chairs and moving around the room. Lecture, or the traditional Socratic method, is the least desirable teaching method and should be used only in conjunction with other activities.
3. Long instructions to the trainees should be put in the presentation text. For example, instructions that read “Tell the participants that they should be aware of biases...” should read “You should be aware of biases...”
4. Check all flush right titles. They should not extend beyond the middle of the page.
5. Check the time listed for each activity.
6. In the titles of handouts use two dashes instead of a colon. Example:

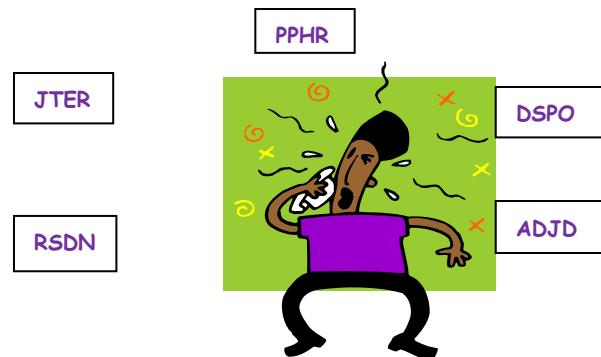
HANDOUT 2e: CULTURAL BIAS--WE ALL EXPERIENCE IT
7. Keep Handout title as short as possible.
8. If a change is made in the text, check to see if the handouts need the same change.
9. Avoid line and work windows on the bottom or top of the page.
10. Use a generic title page (i.e., something that is easy for us to modify)
11. Please avoid using PDF handouts or files.
12. **ONLY** use italics for trainer instructions.

13. If using bullet points, be consistent with the type of bullet point used. Do not vary between different forms of bullet points.
14. Only use a header for the main part of the curriculum (not the handouts or faculty resources).
15. Please avoid using hyperlinks within the document. It is difficult for us to reformat them so it would help us if there are as few links to change as possible.
16. Margins on all pages must be the same: *T/B 1" L/R 1"*

APPENDIX G

DEPENDENCY AND NEGLECT CASE MANAGEMENT CIRRICULUM AND SURVEY

Cure for the Common Code
Core Competencies
Goals & Objectives



What should staff who process Dependency and Neglect cases know about D&N coding practices and the effects that coding has on D&N case management reports? The training goal and core competencies for *Cure for the Common Code* offer the answers to that question. They set out the basic requirements of knowledge and understanding necessary both to process Dependency and Neglect cases and to understand the larger effects of coding on case management. The objectives provide a step by step interactive learning experience that guides users through the necessary professional knowledge and skill base necessary to reach the goal by mastering the competencies.

This course is recommended for all court Participants new to D&N case processing.

Training Goal for *Cure for the Common Code*

Interaction with online Dependency and Neglect case management tools will empower staff to become more efficient in case processing both by providing the practical skills necessary to ensure data integrity and by creating a more comprehensive understanding of the sensitive nature of Dependency and Neglect cases.

Core Competencies for *Cure for the Common Code*

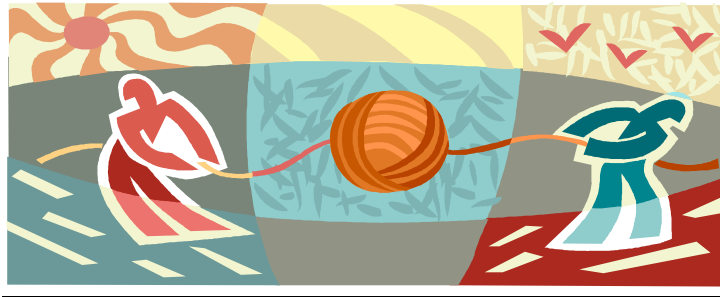
Those involved with processing D&N cases should have an understanding of the following:

- The codes specific to D&N case processing
- When and how to enter the codes into the case management system
- The statutory timeframes in D&N cases
- The progression of a typical D&N case
- Case management tools available in the case management system
- The importance of proper data entry and the impact they have on case management reports Best practices for case closing procedures
- The data exchange process between Judicial and the Colorado Department of Human Services

Training Objectives for *Cure for the Common Code*

- Participants will demonstrate a working knowledge of coding for events and scheduled events specific to D&N case processing.
- Participants will demonstrate a working knowledge proper utilization of events and scheduled events in D&N cases.
- Participants will acquire an awareness of the impact that coding has on case management reports.
- Participants will demonstrate a working knowledge of the statutory time frames for adjudication, disposition, permanency planning hearings, and termination hearings.
- Participants will acquire an awareness of typical D&N case progression.
- Participants will demonstrate a working knowledge of the available case management tools.
- Participants will demonstrate a working knowledge of the case closure practices.
- Participants will acquire an awareness of the data exchange process between Judicial and the Colorado Department of Human Services

Unraveling the Coding Mystery
Core Competencies
Goals & Objectives



Why is it important for staff that process Dependency and Neglect cases to understand the typical case flow, hearings and how they progress through the case, case closing practices, and when and how to use the codes critical to D&N case management and their impact on management reports? The training goal and core competencies for *Unraveling the Coding Mystery* offer the answers to that question. They expand on the basic requirements of knowledge and understanding set forth in the *Cure for the Common Code* training to heighten the awareness of caseflow progression and caseflow management. The objectives provide a highly interactive learning experience that guides users through the professional knowledge and skill base necessary to reach the goal by mastering the competencies.

This interactive course is recommended for all court staff needing a refresher course in D&N case coding, case progression, and the fundamentals of case management.

Training Goal for *Unraveling the Coding Mystery*

Interactive participation with peers will allow staff to strengthen their current knowledge of coding and caseflow progression which will empower staff to become more efficient in case processing by increasing their knowledge base of fundamentals for caseflow management.

Core Competencies for Unraveling the Coding Mystery

Those involved with processing D&N cases should have an understanding of the following:

- The codes specific to D&N case processing and when to enter them into the case management system
- The statutory timeframes in D&N cases
- The progression of a typical D&N case
- Case management tools available in the case management system
- The importance of proper data entry and the impact they have on case management reports Best practices for case closing procedures

Training Objectives for Cure for the Common Code

- Participants will demonstrate a working knowledge of coding for events and scheduled events specific to D&N case processing.
- Participants will demonstrate a working knowledge proper utilization of events and scheduled events in D&N cases.
- Participants will heighten their awareness of the impact that coding has on case management reports.
- Participants will demonstrate a working knowledge of the statutory time frames for adjudication, disposition, permanency planning hearings, and termination hearings.
- Participants will acquire an awareness of typical D&N case progression.
- Participants will demonstrate a working knowledge of the available case management tools.
- Participants will demonstrate a working knowledge of the case closure practices.
- Participants will demonstrate a working knowledge of the data exchange process between Judicial and the Colorado Department of Human Services

**Putting the Pieces Together: Using Data to Manage Dependency and Neglect
Cases**
Core Competencies
Goals & Objectives



What should staff who manage Dependency and Neglect cases know about how data can be used to assist in case management? The training goal and core competencies for *Putting the Pieces Together: Using Data to Manage Dependency and Neglect cases* offer the answers to that question. They set out the basic requirements of knowledge and understanding necessary both to interpret the data on the reports and to recommend best practices for utilization. The objectives provide a step by step interactive learning experience that will guide staff through the necessary professional knowledge and skill base necessary to reach the goal by mastering the competencies.

This course is recommended both for all court staff who manage D&N cases and for those who are responsible for running and distributing the reports.

Training Goal for *Putting the Pieces Together: Using Data to Manage Dependency and Neglect Cases.*

Provide court staff with sufficient understanding of D&N Case Management reports to enable them to better manage these sensitive cases.

Core Competencies for Putting the Pieces Together

Those involved with managing D&N cases should have an understanding of the following:

- The reports available to assist in D&N case management in areas of safety, timeliness, due process, and permanency
- When and how to run the reports
- Which codes affect specific management reports
- How to interpret the data posted on the reports
- Best business practices for report utilization

Training Objectives for Putting the Pieces Together

- Participants will receive copies of management reports run for their respective court location.
- Participants will demonstrate an awareness of the available case management reports.
- Participants will recognize and understand how to utilize the proper tools for running the management reports.
- Participants will demonstrate a working knowledge of how coding affects the management reports and of the data posted on the reports.
- Participants will respond to recommendations based on a developed best business practice protocol for management report utilization.
- Participants will develop an action plan for utilizing the reports in their respective court location.

Thank you for attending today's training. The Colorado Improvement Program is committed to providing quality education programs to our personnel. We would appreciate your feedback so we can continue to improve and better serve you!

EVALUATION FORM

Class – Juvenile coding “Cure for the Common Code” Date _____

Prior to today, my knowledge of coding was:

Minimal 1 2 3 4 5 Considerable

Did your understanding of the codes and how they should be used change as a result of what was presented?

Yes No Please explain.

Did your understanding of the progression of a D&N case improve?

Yes No Please explain.

Did the computer lab “case scenario” give you a better understanding of how to properly enter event codes?

Yes No Please explain.

How would you rate your understanding of the recommended case closing practices in D&N cases?

Unclear Clear Very Clear

The organization of the information and materials was:

Unorganized Organized Very organized

OVER PLEASE

The instructor's encouragement of participation was:

Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful

Were the trainer's responses appropriate for your business practices?

Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful

Did your understanding of the topics improve as a result of the training? If so, how?

What will you do differently when you return to work?

What was the strength of the program?

What was the weakness of the program?

What additional training would assist you in your work?

Optional Information:

Name _____

Court/County Location _____

Thank you for your time!

Thank you for attending today's training. The Colorado Improvement Program is committed to providing quality education programs to our personnel. We would appreciate your feedback so we can continue to improve and better serve you!

EVALUATION FORM

Class – Unraveling the Coding Mystery – Management Reports Date _____

Prior to today, my knowledge of management reports was:

Minimal 1 2 3 4 5 Considerable

Did your understanding of the Timeliness report improve?

Yes No Please explain.

Did your understanding of the Placement report improve?

Yes No Please explain.

Did your understanding of the Permanency report improve?

Yes No Please explain.

Did your understanding of the Subsequent Petition report improve?

Yes No Please explain.

Were the Court Facilitator’s recommendations regarding protocol for management reports helpful to you?

Yes No Please explain.

The techniques used to present the materials were:

Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful

OVER PLEASE

The instructor's encouragement of participation was:

Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful

Did the trainer understand your business practices?

Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful

Were the trainer's responses appropriate for your business practices?

Inappropriate/Not Helpful Appropriate Very Appropriate/Helpful

**Did your understanding of the topics improve as a result of the training?
How?**

What will you do differently when you return to work?

What was the strength of the program?

What was the weakness of the program?

What additional training would assist you in your work?

Optional Information:

Name _____

Court/County Location _____

Thank you for your time!

The purpose of this survey is to identify problems or obstacles in D&N case processing and case management so that training can be tailored to fit your needs. New curriculum for D&N coding and D&N management reports are being developed and your input is essential to this process.

Please answer the questions as freely as possible and, if needed, take advantage of the space for open comment at the end of the survey. The more we can learn about your experience with D&N cases and the FAMJIS project the better our training will be.

Thank you in advance for your time.

***1. What is your position title?**

***2. How long have you been in this position?**

***3. In what county is your court located?**

***4. What is the title of the person who supervises you?**

If your position title does not appear in the list above, please type it in here:

- Less than 6 months
- 6 months - 1 year
- 1 - 2 years
- over 2 years
- Judicial Officer
- District Administrator
- Clerk of Court
- Unit Supervisor
- Juvenile Court Facilitator
- Other

Other (please specify)

Page 2

***5. How long have you been working with D&N cases?**

***6. What percent of time do you work on D&N cases?**

***7. Please mark each of the following activities that you perform in D&N cases:**

- Less than 6 months
- 6 months - 1 year
- 1 - 2 years
- over 2 years
- 25% or less
- 50%
- 75%
- 100%
- Create Case
- Enter Minute Orders
- Enter Coding
- Enter Scheduled Events
- Docket Paperwork

- Run management reports
- Analyze Data on management reports
- Distribute reports to Judicial Officers
- Follow up with staff re: coding issues
- Manage the DNF screen
- Build Case History through the CLI

Page 3

***8. Please mark any of the codes below for which you would like more information or training (you may choose more than one):**

***9. Please select the processes for which you would like further information and training.**

***10. How well do you understand the impact coding has on D&N case management reports?**

***11. Which D&N case management reports have you run for your court location/district?**

- PTDN
- OHPO
- OHPV
- RSDN
- CASA
- ADJD
- DFAD
- IADJ
- DSPO
- PPOR
- MTER
- OTPC
- JTER
- ICWA
- PPHR (Scheduled Event)
- TERM (Scheduled Event)
- ADJH (Scheduled Event)
- None
- Build Case History through CLI (Client Index)
- Manage DNF (Electronic Dependency & Neglect Filings)screen
- None
- Very Good Good Fair Poor Very Poor
- Timeliness (TML)
- Permanency (PER)
- Placement (PLA)
- Subsequent Petition (SUB)

None of these
Page 4

*** 12. How often do you run those reports?**

*** 13. Check the reports for which you would like further training.**

*** 14. To who are the reports distributed?**

*** 15. What helpful tools have you used to assist with coding and D&N management reports?**

- Monthly
- Quarterly
- Semi-Annually
- Annually
- Never
- Adoptions Resulting from OTPC (ART)
- Court Review Summary (RVW)
- D&N Timeliness (TML)
- Judicial Officer (JUD)
- Legal Counsel Received (LCR)
- Placement (PLA)
- Permanency (PER)
- Removals (RMV)
- Service of Process (SRV)
- Subsequent Petition (SUB)
- Un-Matched D&N Cases (UNM)
- None
- Clerk of Court
- District Administrator
- Judicial Officer
- No one
- Other Method
- Other (please specify)
- Green coding cheat sheet
- D&N (Post SANCA) coding sheet
- Management report documentation
- Event/scheduled event codes that affect management reports
- None

Page 5

*** 16. Please check the following FAMJIS management tools you have used.**

*** 17. Please check the FAMJIS management tools for which you need further training.**

- Case Planning Sheet
- D&N Hearing Calculator

- CIS (Centralized Information Screen)
- None
- Case Planning Sheet
- D&N Hearing Calculator
- CIS (Centralized Information Screen)
- None

Page 6

***18. How would you rate your familiarity with the data exchanged between Judicial and the Department of Human Services in D&N cases?**

***19. How would you rate your familiarity with the state-recommended case closing practices for D&N cases?**

***20. Are there any other training issues that you would like to see addressed in a training session?**

Please click on the "Submit" button below to submit your responses.

Very Good Good Fair Poor Very Poor
 Very Good Good Fair Poor Very Poor

APPENDIX H

SCOPE OF TRAINING FOR RESPONDENT PARENTS COUNSEL

RPC Curricula*

Scope of Training

Every year, thousands of Colorado parents find themselves involved in child welfare legal actions and must face having their children taken away temporarily or even permanently. Respondent Parent Counsel (RPC), lawyers who represent those parents in dependency and neglect cases, must be skilled in both the judicial and administrative intricacies of trying cases involving the rights of parents. RPC must be able to counsel clients and litigate a series of hearings. RPC must know the black letter state and federal law and regulations that govern child welfare hearings. RPC should also be familiar with services and funding sources. Finally, in order to completely understand the role of the parent's attorney, the RPC must be familiar with the child welfare system as a whole.

The Colorado Court Improvement Program (CIP) *Respondent Parent Counsel Training Curricula (RPC Training Curricula)* will be designed to meet the specialized needs of lawyers representing the interests of parents in child welfare dependency and neglect cases. The focus of the training will be: (1) to immerse RPC attorneys of all experience levels in the professional culture of child welfare cases; (2) to provide the opportunity for RPC attorneys to develop their courtroom skills in a classroom setting where they will be challenged to perform to the best of their abilities; and (3) to provide RPC attorneys with a general exposure to RPC systems change and advocacy for those efforts. The three-day training and will be modularized for flexible delivery. All program curricula will be designed from a common dependency and neglect case scenario and will follow the progression of a real life child welfare case. Upon completion of the program, the RPC attorney will have experienced a dependency case from the time of appointment of counsel through final orders and appeal.

* Some content, such as the *Detention Hearing Checklist for RPC*, was adapted from the *Dependency Quick Guide: A Dogbook for Attorneys Representing Children and Parents* which was authored by the Judicial Council of California/Administrative Office of the Courts Center for Families, Children & the Courts.

Module One Content

(One-day Training)

Getting Started

- Overview of Child Welfare Stakeholder Roles and Responsibilities
- System Change
- Overview of Stages of Child Welfare cases, from investigation to Permanency
- Standards of Practice: State and National

General Procedures

- Who can attend hearings
- Informality of Hearings
- Evidence
- Making a record
- Motions

Initial or Detention Hearing

- Purpose of Hearing
- Time of Hearing
- Discovery
- Preparation for hearing
- RPC Role
- Client counseling
 - Ethical issues, Objectives of Representation, Communication
- Pretrial evaluations and services
- Visitation
- State and Federal Law and Regulations
- Record
- Motions
- Evidence
- Protective Orders
- Application of ICWA Conduct Sample Hearing
- Success Stories

Jurisdiction Hearings

- Purpose
- Preparing for the hearing
 - Discovery practices, interrogatories, depositions, subpoenas
- Pretrial motions, including motions for summary judgment
- Pretrial Mediation
- Grounds for Jurisdiction and Defenses
- Time of Hearing
- RPC Role
- State and Federal Law and Regulations
- Record
- Motions
- Evidence
- ICWA
- Visitation and Services
- Conduct Sample Hearing
- Success stories

Module Two Content (One-day Training)

Disposition Hearing

- Purpose
- Preparing for the hearing
- RPC Role
- State and Federal Law and Regulations
- Record
- Motions
- Evidence
- Social Worker's Report
- Withdrawal of Counsel
- Visitation and Services
- Conduct Sample Disposition Hearing

- Success stories
- Appeals

Periodic Review Hearings and Permanency Planning

- Types of Review Hearings and Permanency Options
- Purpose of Review Hearings
- Time of Review Hearings
- Notice of Review Hearings
- RPC Role
- State and Federal Law and Regulations
- Record
- Motions
- Evidence
- Visitation and Services
- Social Worker's Report
- Planning for Permanency
 - Reunification
 - Adoption
 - APR
 - Guardianship
 - OPPLA
- Conduct Sample Review Hearing
- Success stories

TPR Hearings

- Purpose
- Time of Hearing
- Causes of Action and Defenses
- Pretrial motions
- RPC Role
- State and Federal Law and Regulations
- Experts
- Motions
- Evidence
- Conduct TPR Hearing

- Success stories
- Appeals

Resource Handouts

- Child Welfare Case Scenario
- Flowchart of Dependency Proceedings
- Glossary of Dependency Terms
- Selection and Implementation checklist for RPC
- Detention Hearing Checklist for RPC
 - *EXAMPLE:*
 - *Review petition and supporting paperwork for:*
 - *Legal sufficiency of the allegations*
 - *Timeliness of filing*
 - *Notice*
 - *Reasonable efforts made to prevent/eliminate need for removal*
 - *Potential jurisdictional issues*
 - *Efforts to place with relatives*
 - *Analyze for existing or potential conflicts.*
 - *Begin discussion/negotiation with opposing counsel.*
 - *Introduce self to client; explain the role as counsel, the child welfare case process, and the focus of the hearing.*
 - *Obtain basic information (contact addresses and numbers, parentage, relatives, tribal members).*
 - *Encourage system buy-in when appropriate and address client's concerns.*
 - *Impress upon the client the significance of the proceedings.*
 - *Interview relatives and interested persons present regarding allegations, visitation, placement options, ASFA restrictions. Get relevant information on home environment, criminal background, need for funding.*
 - *Formulate position on whether child should be detained, sufficiency petition, whether reasonable efforts were made to prevent detention/placement.*
 - *Evaluate need for testimony or mandatory one-day continuance.*
- Jurisdiction Hearing Checklist for RPC
- Disposition Hearing Checklist for RPC
- Judicial Review of Placement With Parent Checklist for RPC

- Status Review Checklist for RPC
- Checklist of Services
- Checklist of Funding Resources
- Bibliography of Publications and Web Links
- Annotated checklist of Federal Statutes including ASFA, AACWA, MEPA, ICWA, ICPC, UCCJEA
- Best Practices for Protective and Dispositional Hearings (NCJFCJ Checklists)